DOCUMENT RESUME

ED 227 507 CS 207 411

AUTHOR White, Edward M.
TITLE Comparison and Contrast: The 1976 California State University and Colleges Freshman English Equivalency Examination.
INSTITUTION California State Univ. and Colleges, Long Beach.; English Council of the California State Univ. and Colleges.
PUB DATE 77
NOTE 110p.; For related documents, see ED 114 825-826 and CS 207 410-415.
PUB TYPE Reports - Descriptive (141) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS College Freshmen; Educational Testing; *Equivalency Tests; *Essay Tests; Higher Education; Objective Tests; Scoring; State Programs; Student Placement; Test Format; Testing Programs; *Test Interpretation; Test Norms; Test Reliability; *Writing Evaluation; *Writing Research
IDENTIFIERS California

ABSTRACT

The fourth administration of the California State University and Colleges Freshman English Equivalency Examination, a test consisting of an objective examination graded by the Educational Testing Service and an essay examination scored by California State University and College faculty, is analyzed in this report. After a short index of previous volumes and preface, the first section of the report contains a summary and fact sheet describing the test, its results, and studies being undertaken to examine the results. The next section recounts the actual administration of the test. The section on the examination's two essay questions consists of two subsections, each containing a report from the question leader, the question itself, the directions to graders, and six sample student papers. Section four presents a statistical report on the examination scores, while section five presents the results of the second year of a 5-year follow-up study. The report's five appendixes cover a variety of topics including budgets, organizational and personnel charts, and descriptive statistics. (JL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227507

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

COMPARISON AND CONTRAST

THE 1976 CALIFORNIA STATE UNIVERSITY AND COLLEGES FRESHMAN ENGLISH EQUIVALENCY EXAMINATION

1976

EDWARD M. WHITE
DIRECTOR OF THE PROJECT
FOR
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Linda Bunnell Jones
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS207411

This monograph is one in a series describing the results of projects implemented under the California State University and Colleges Fund for Innovation and Improvement in the Instructional Process.

© 1977 Trustees of The California State University and Colleges

The 1976 California State University and Colleges Freshman English Equivalency Examination

COMPARISON AND CONTRAST

Edward M. White

Director of the Project
For
The California State University and Colleges

Project 75-339
Fund for Innovation and Improvement

October 1976

TABLE OF CONTENTS

Short Index of Previous Volumes i

Preface 1

I. Summary and Fact Sheet 3

II. Administration of the Test Program 7

III. The Essay Test 11

1. Question #1 11
   a. Report by Question Leader: Dr. Eileen Lothamer 11
   b. Question #1 13
   c. Directions to Graders 14
   d. Six Sample Student Papers 14

2. Question #2 21
   a. Report by Question Leader: Dr. Rex Burbank 21
   b. Question #2 24
   c. Directions to Graders 24
   d. Six Sample Student Papers 26

IV. Statistical Report: Dr. Robert Bradley, Dr. John Bianchini 31

V. Conclusions and Follow-up Studies 48

VI. Appendices
   A. Budget 64
   B. Organizational and Personnel Charts 65
   C. The Working of a Controlled Essay Reading 68
   D. Norm Sample Correspondence 76
   E. Descriptive Statistics 84-97

SHORT INDEX OF PREVIOUS VOLUMES

Comparison and Contrast 1973, 1974, 1975

1) Summary and Fact Sheet
   1973: 1 - 13
   1974: 1 - 4
   1975: 1 - 4

2) The Objective Test
   1973: 28 - 30
   1974: 13

3) The Essay Test: Reports, Questions, Sample Responses
   1973: 30 - 61
   1974: 15 - 39
   1975: 19 - 36

4) Descriptive Statistics and Statistician Reports
   1973: 79 - 93, 132 - 167
   1974: VII - XX, xxiii - xxxvi
   1975: 51 - 68

5) Norm Samples
   1973 (7 CSUS campuses + UCLA and UCR): 51 - 61
   1974 (San Jose State, Stanford, UCR, UCSB, UCLA): 41 - 49, VII - XI
   1975 (San Francisco State, CSU, Long Beach): 54 - 62

6) Follow-up Studies
   1975: 71 - 91

7) Reports, Appendices and Charts
   Equivalency Testing in College Freshmen English
      1973: 94 - 125
   Budgets
      1973: 126 - 131
      1974: XXI
      1975: 93
   Registration Form
      1974: 7
      1975: 7 - 10
   English Council Committee Reports
      1974: 13
      1975: 12 - 16, 17 - 18
   Organizational Charts
      1975: 94 - 98
   Media and Student Questionnaires
      1975: 99 - 100
   Data Processing Procedures
      1975: 37 - 50
   Four Issues for Faculty in Equivalency Testing
      1975: 101 - 111

PREFACE

This report describes the fourth administration of The California State University and Colleges Freshman English Equivalency Examination. The development and initial implementation of the program are fully described in the first volume of Comparison and Contrast, which describes the 1973 program. The further development of the program is described in Comparison and Contrast 1974 and 1975. Since this 1976 volume will not repeat material already published in the first three reports, anyone seeking a full account of the development of the English Equivalency Examination should acquire the earlier three volumes from the Office of the Chancellor, California State University and Colleges, 400 Golden Shore, Long Beach, CA., 90802.

Following the Table of Contents in this volume is a list of materials published in earlier reports that may be of particular interest to those receiving this report, which will go into detail only when new problems or new solutions occurred in 1976. This report does contain the essay questions that were used in 1976, the criteria for scoring, and six sample papers at the different score levels for each question. In addition, Appendix C contains some additional material on the procedures to establish a controlled essay reading, information which may be of particular value to those institutions seeking to follow this model for obtaining reliable scoring of essays. Yet another section which may be of particular interest to those who have been following previous reports is a second year report on the extensive follow-up studies of the 1973 test group.

The English Equivalency Examination program has been made possible through the continued financial support of the Fund for Innovation and Improvement in the Instructional Process of the California State University and Colleges. This year for the fourth consecutive year all administrative, publication and essay examination expenses have been covered by a grant from this fund. The continued support of the program by the California State University English Council, composed of English Department Chairs and freshmen English co-ordinators from all 19 campuses of the system, provides the program with a sound professional center.

Finally, it is worthy of note that, as the teaching and measurement of writing skills becomes more and more important at the college and university level, the English Equivalency Examination has served to involve a substantial number of university level English faculty in the preparation and scoring of an essay examination according to the highest professional and psychometric standards. The continuing dialogue among the professionals involved in this program on all CSUC campuses has had a substantial effect on the teaching of writing

and the teachers of writing throughout the state of California. It may turn out that this "in-service training" by-product of English Equivalency will be the most important educational impact of the program. At the same time, we should not minimize the effect of the program upon the substantial numbers of students who have directly benefited from it.

I

SUMMARY AND FACT SHEET

The 1976 English Equivalency Examination proceeded smoothly, following, in general, the precedents established during the first three administrations in 1973, 1974, and 1975. Enrollment continued to decrease. Speculation about the reasons for this decrease has led only to a determination that in 1977 redoubled efforts to publicize the benefits and possibilities of the examination for potential students will need to be made. Decreasing enrollment has not, however, led to a decreased number of students passing the examination, so it does appear that the weakest students no longer attempt English Equivalency, which is as it should be.

Certainly, one major indication of the continued success of the program is the number of times it is mentioned as a model for new testing programs, both statewide and on individual campuses. With large scale testing programs in English now endorsed by the CSUC Board of Trustees, the English Equivalency model and experience becomes an extremely important base upon which to develop new programs.

The test was completed by 2,866 applicants for credit on May 1, 1976 (1973: 4,072; 1974: 3,639; 1975: 3,303). The multiple choice part, the CLEP Subject Examination, Analysis and Interpretation of Literature, was graded by the Educational Testing Service and showed very little change in reading ability level for this year's group in comparison with earlier groups. The essay test was scored by 32 California State University and Colleges faculty at the controlled essay reading at Kellogg-West on the campus of Cal-Poly Pomona, June 12-16, 1976. In addition to the test papers, readers also scored 140 essay tests written by Chico State freshmen, 260 written by CSU, Northridge freshmen, and 12 tests from one experimental composition course at Cal State, San Bernardino. Dr. Robert Bradley, test officer at California State Polytechnic University, Pomona, was once again in charge of the statistical operation. As has been the case in the past, the controlled essay reading achieved an extremely high rate of consistency among the readers. A new procedure to record discrepant scores shows that of the 6,556 pairs of scores given by readers, only 491 were more than one point apart and required a third reading (244 for Question 1; 247 for Question 2). The essay test showed a significantly higher average score than last year's group achieved, no doubt in part because the essay questions were carefully developed to elicit a wider range of responses, and because the ability level of the test group as a whole seems to have significantly increased. The essay scoring followed closely the pattern of previous years, although standards were stiffened slightly. The four independent readings on a 6 point scale were added to yield a single essay test score on a scale from 0 - 24. Essay total scores of 14 or above when combined with passing scores on the machine-scored test allowed a

student to pass. A student scoring 13 on the essay test could only pass if the score on the other half of the test was very high: a score equal to the 85th percentile for both the national norm group and the 1976 English Equivalency test group. It was thus slightly more difficult for a student scoring 13 on the essay test to pass the test as a whole than it has been in previous years. The higher essay test scores led nonetheless to a noticeably higher pass rate this year in comparison to previous years, though the total number of students passing has increased only slightly. This year's pass rate was 38.1% (1973: 33.5%; 1974: 28.5%; 1975: 29.7%). This year 1,093 students passed (1973: 1,363; 1974: 1,036; 1975: 981).

Meanwhile, the follow-up study of the 1973 test group continues to accumulate data. In time this study should give definitive answers to the questions a large scale equivalency testing program raises for a state university system--in particular to the question of how students gaining credit differ in their course plans and grades from those not gaining credit. The staffing, financial, and educational implications of this study are obviously important. Second year findings are included below in Chapter V.

The decision by the CSUC Board of Trustees to endorse the establishment of a proficiency/diagnostic English test for all entering students will call for imaginative articulation between the new test program and the established English Equivalency Examination program. In time, no doubt, both programs should merge. Ideally, the new English Proficiency Test should offer high ability students the opportunity to earn credit, even as it will offer low ability students the opportunity to take remedial work in English before their writing problems interfere seriously with college performance. The new test program is scheduled to begin no sooner than Fall, 1977, and it will no doubt influence very profoundly the course of English testing in the state of California.

The 1977 English Equivalency Examination will be offered on April 30, 1977, and the essay will once again be scored by CSUC faculty in the middle of June. Whether or not there will be a 1978 English Equivalency Examination will no doubt depend on the development of the new English Proficiency Test and the degree to which its primary purpose, that is, the discovery of students with serious problems in English skills, can be supplemented by the secondary purpose, of offering advanced placement to students with college-level skills. Whatever occurs, the experienced personnel who have developed the English Equivalency Examination will be of great service to the new CSUC English Proficiency Test, and the wide campus participation which has from the beginning characterized the English Equivalency Examination will allow the new testing program to include a student writing sample as part of the examination process, despite the very large number of students who will be involved in that new program.

1976 ENGLISH EQUIVALENCY EXAMINATION FACT SHEET

Test Date:	May 1, 1976
Test Used:	CLEP Subject Examination, Analysis and Interpretation of Literature (90-minutes) in combination with Two 45-minute essay questions prepared by CSUC English faculty (90-minutes)
Number of Candidates:	2,866
Number Passed:	1,093
Percentage Passed:	38.1%
Number of Semester Credit Units Earned	6,558
Scoring Data:	
Minimum Passing Scores:	
Objective Part:	45 (CLEP scale) achieved by 68.0%
Essay Part:	13 (out of a possible 24 points; equivalent to 48 on the CLEP scale.) achieved by 59.5%
Combined Score:	101 (49 objective + 52 essay, each on the CLEP scale.) 52.1% achieved 49 or better on the objective test, and 46.0% achieved 52 or better on the essay test
Mean and Standard Deviation:	
Objective Part:	
Mean:	48.995
Standard Deviation:	9.425
Essay Part:	
Mean:	49.447
Standard Deviation:	9.107

Combined Score:	
Mean:	98.442
Standard Deviation:	16.456
Statistical Data:	
Correlation between CSUC Essay and CLEP Objective Tests:	.5768
Reliability:	
CLEP Test:	.88
Essay Test:	.71 $\pm$ .14
Composite Score:	.87 $\pm$ .04
Essay Reading:	
Number of Readers:	32
Number of Colleges Represented:	All 19 CSUC Campuses
Grading Scale:	6 point
Number of Readings per Test	4 (2 independent readings for each question; additional readings to reconcile discrepant grades)
Total Essay Readings:	Approximately 14,400
Weighting and Scaling:	The essay score was converted by the equipercentile method to the CLEP scale (20-80), and the scores on both parts of the examination were added. Each part received equal weight.

II

ADMINISTRATION OF THE TEST PROGRAM

Once again, Dr. Edward M. White, California State College, San Bernardino, and Dr. Richard W. Lid, California State University, Northridge served as directors of the test program; they performed in the same capacities as they did in earlier years.

Coordination of test administration again took place through the test office of California State University, Long Beach, under the direction of Dr. Richard Cantey. A new test manual was prepared by Ms. Betsy Barlow of Educational Testing Service in Princeton, New Jersey, and the administration of the test went smoothly.

No changes were made in the statistical or computer operation, which allowed the pass and no pass letters to be ready for mailing to all students who took the examination within 24 hours of the end of the essay grading process. The only change made in the registration information form this year was called for by new federal regulations concerning the use of social security numbers by state agencies. Students may now request that their social security numbers not be used for identification, and may request in addition that their names not be released for publicity in the event that they pass the examination. (See the application form printed in Comparison and Contrast, 1975, page 7).

The norm sample, always an interesting aspect of English Equivalency, produced some unusual results in this year's test. Since the students writing the examination for norming purposes at CSU, Chico, apparently performed at a substantially lower level than students at CSU, Northridge an investigation was undertaken to discover the source of difference in scores, both for the purposes of the English Departments on the two campuses and for the purpose of discovering more efficient methods of procuring norm sample papers. Appendix D below contains the correspondence which followed upon the discovery of the difference in performance level as well as a summary of some of the actions that were taken. In brief, the results led to a re-evaluation of the composition program at CSU, Chico and to some substantial changes in procedures and curriculum on that campus.

This year the same procedures that were used to develop the essay test questions in 1975 were again adopted. The advances in essay test development that were made in 1975 were an important contribution to the field of essay testing and we discovered once again that the time, effort, and money that were put into the creation of each essay question led to questions that were excellent for their purpose and that could be scored with accuracy. A committee based in northern California was under the leadership of Professor Rex Burbank, San Jose State University. The other in the southern part of

the state was under the direction of Professor Eileen Lothamer, California State University, Long Beach. Working with Professor Burbank were Professor William Robinson, CSU, San Francisco; Professor Jim Frey, CSU, Fresno; Professor Jack Connor, CSU, Hayward. Working with Professor Lothamer were Professor Elaine Osio, CSU, Los Angeles; Professor John White, CSU, Fullerton; and Professor Agnes Yamada, CSC, Dominguez Hills. These committees developed essay questions during the course of the fall term and assigned them to freshmen compositon sections on their own campuses for pretesting.

Following pretesting, grading sessions were held by the committees; careful assessment of scoring reliability and grade distributions for each proposed question then took place. Both questions were then revised and once again pretested. By the time the essay questions were ready for printing, the committees were confident that the questions would accurately reflect the students' abilities and that these questions contained no ambiguities or other problems that would lead to difficulty in grading. Results of the grading session in June demonstrated the value of the essay test development procedure. Once again, the questions worked very well, most particularly in allowing excellent students to show how well they could perform without distractions or ambiguities in the questions.

One important conclusion from this procedure is that any large-scale testing program must be prepared to spend both time and money on development of essay test questions. No matter how excellent a question may appear to be to a group of English professors it may only be considered to be a good essay question after it has been pretested on real students and the resulting essays have been read carefully by trained readers. These readers can then judge whether a full and accurate range of scores is being elicited by that question and whether reliable scoring of the essays is possible. Certainly the essay test development and the essay scoring procedure for the English Equivalency Examination have developed into a highly reliable form of testing with important implications not only for testing but for the development of writing assignments in general. It has become clear to many of the teachers involved in the program that some essay assignments given to students in classroom situations lack the clarity, specificity, and ease of scoring that the English Equivalency Examination essay questions possess.

Finally, the California State University English Council continues to maintain close professional supervision over the entire test program. English Council committees evaluate the aims and procedures of the program and continue to support the test program by votes affirming the recommendations of these committees. (See Comparison and Contrast, 1975, p. 12.) The Council has suggested that campus English Departments use the fact that they sponsor the test to "improve relationships and communication between our departments and the high schools." Eleven campus English departments invited the program director to speak at articulation meetings during the spring of 1976, and most of those meetings opened new avenues of communication between the departments and local high school and community

college English teachers. Only through continued participation by the English Council will the test continue to have the confidence of the English faculties throughout the system and continue to deserve that confidence.

III

THE ESSAY TEST

The following report was prepared by Dr. Eileen Lothamer, question leader for Question #1.

Summary Report on Question #1

Question #1 for the 1976 English Equivalency Examination was designed and pretested by a committee of four state university English department faculty members (Elaine Osio, Los Angeles; John White, Fullerton; Agnes Yamada, Dominguez Hills; Eileen Lothamer, Long Beach). Veteran readers aware of the experience-based nature of the first question, the committee members met at California State University, Long Beach for the first of three meetings on October 30, 1975, instructed to bring three topics, preferably classroom tested prior to the meeting. During that first meeting, the committee reviewed the questions and scoring guides for the previous examinations and selected two trial topics to be pre-tested at each of the campuses and scored, using the six-point scale, before the next meeting. At its second meeting, December 18, the group scored samples from the pre-testing runs, chose the question that elicited the fullest range of response and scores, and developed an alternate form of the one question chosen to determine whether or not specific details were needed in the writing assignment instructions.

At its third meeting, February 19, 1976, the members were asked to bring scored samples for both forms of the chosen pre-tested question, a tentative scoring guide based on the papers themselves, and suggested revisions. Considerable time was spent on refinement of the scoring guide, a most important grading instrument if reader reliability is to be achieved. Twenty-eight samples for training of table leaders and readers were selected and final wording of the question was determined. Dr. Edward White attended all of these meetings and provided constructive assistance.

During the June 12 table leaders' meeting, samples were scored again to test the scoring guide and set procedures for the training of experienced and new readers. The afternoon session that day began with a reading of the question to focus attention on the three-part nature of the assignment: a description, an indication of effectiveness, and an explanation of why the method does or does not work. During that training session, readers scored eight samples of 2 and 3 and 4 and 5 and 6 level papers, with room discussion of the rationale of the scoring guide and emphasis on the necessity of using the guide to achieve consensus. The table leaders than led their respective tables in close discussion of further samples until 3:30 p.m. when we moved to "live" readings.

Throughout the subsequent reading days, samples were used to begin sessions, with a decreasing number of xerox samples being used after the second day so that table leaders might select "live" examples from test booklets, circulate them at their tables, and evoke consensus following table discussion. As with previous examinations, responses to question #1 were scored by two readers, or, where discrepancies of two or more points occurred, by a third reader. The three table leaders (Richard Suter, Pomona; Edward Cairns , San Luis Obispo; and Robert Hodgman, Los Angeles), each provided continual spot checks of the scores of their readers. Their check sheets were submitted to the question leader who then checked the scores of the readers and the table leaders. Using these approaches, we were able to spot tendencies to settle at a 3/4 score or to score somewhat erratically without sufficient reference to the scoring guide. Such problems were minimal after the first whole reading day. The table leaders and I were satisfied that readers did score with careful reference to the scoring guide and that the test booklets received serious and close readings.

Although we did not expect perfection from even the best student papers, we were pleasantly surprised by the quality of the 5 and 6 level responses, given the impromptu nature of the writing and the forty-five minute time limit. The question did evoke a full range of response, with fewer 1-score papers than had occurred the previous year. The question seemed to be understood by all, though the example of a 1-score paper following shows that even the clearest of instructions can be misinterpreted. Perhaps the biggest problem for readers of experience-based topics is the weariness of repetition--in this case depression, but the readers once again proved to be dedicated and conscientious. Indeed the esprit de corps developed and the coffee-break comments on writing might outweigh the clumps of cliches encountered. The higher pass rate this year might indicate not only the increased self selection by students, the efficacy of the question and the scoring guide, but also the concern of the readers to provide the fairest score possible.

Eileen Lothamer
June 21, 1976

Question 1. The following question was distributed to all students:

READ AND THINK ABOUT THE FOLLOWING:

In Moby Dick, Ishmael says:

> Whenever I find myself growing grim about the mouth; whenever it is a damp, drizzly November in my soul; whenever I find myself involuntarily pausing before coffin warehouses, and bringing up the rear of every funeral I meet; and especially whenever my hypos get such an upper hand of me, that it requires a strong moral principle to prevent me from deliberately stepping into the street, and methodically knocking people's hats off--then I account it high time to get to sea as soon as I can.

When you find yourself in that same condition, what do you do--eat a giant sundae, make a list of everyone you know who is worse off than you are, beat up on your little brother, go for a long drive, call a friend?

WRITING ASSIGNMENT:

How do you handle depression or frustration? Consider the following points in your response: a description of what you do, an indication of its effectiveness, and an explanation of why it does or does not work.

The following directions for scoring were distributed to all readers engaged in the grading of question 1:

The student should be rewarded for what he does well in response to the question. Here the student is set a three-fold task: to describe one or more methods of coping with depression or frustration, to indicate the effectiveness of the method, and to explain why the method does or does not work.

Note that the question calls for analysis and evaluation. Responses that do not go beyond narrative/description, or responses that do not go beyond generalizations about depression or frustration should not ordinarily receive scores above 3.

An extremely well-written response may be scored a point higher than it would be scored on the basis of content alone. A poorly written response may be scored a point lower.

Possible Scores:

6 A superior response will address itself to all three aspects of the question. Though it may have occasional faults, it will be well-organized, well-detailed, and generally well-written.

5-4 These scores will be useful for a well-handled paper which is weak in some aspect of the superior response; e.g., it may slight one of the three parts of the question; it may not be as clearly organized as the superior paper; it may have some minor grammatical inconsistencies. Otherwise, the paper should be competently written.

Note for 6-5-4 papers: Some writers may treat one of the parts of the question through implication rather than direct statement; for instance, they may combine a description of the method with an evaluation of its effectiveness, but such development should be clear and appropriate to the approach used by the student.

3-2 These scores will be useful for the following kinds of papers:

-- those in which only one or two parts of the three-part question are treated;
-- those which treat the subject in superficial or overly generalized fashion;
-- those which primarily treat the source of depression or frustration rather than its cures;
-- those in which the writing exhibits serious weaknesses in structure, syntax, or diction.

1 This score is to be used for papers which show very little understanding of the question or suggest incompetence in structure, syntax, and diction.

* Non-response papers or those which argue with or avoid the question should be given to the table leader.

The following student responses to Question #1 were sample papers used during the reading to illustrate the grades on the 6-point scale:

SCORE OF ONE

Well if I were in this man's situation I would probably go for a long drive out to the beach and picture myself in this man's place. I wouldn't want to go through warehouses

of coffin's because that frightens me too. I can always think of those horror movies that come on television late at night or early in the morning and get the creeps looking at things dealing with vampires, the living deads, things like that. I mean it would really be weird if a whale would come up out of the water and move his self on land and look for human beings to eat. I could just think if a whale got hungry he could eat about one hundred human's for breakfast. He is so big no telling how many he would eat for diner and lunch. Moby Dick is the kind of whale that you very seldom here about. There are alot of books about him. But me I have never even seen a whale before. The way this man (gentleman) specifies this whale he would get violent if necessary. This gentleman wants to knock people's hat's off, stepping into the streets. I mean I really don't understand where he is coming from. At first he starts off all mellow and sweet then in the second stanza he says whenever it is damp like he is somewhere where it is cold, spooky and damp, drizzly November in my soul. To me that states that it is around winter time and its really cold and he is somewhere this time of year thinking about a whale. When he moves down to the fifth stanza (and especially whenever my hypos get such an upper hand of me). That really is a spot I wouldn't understand. What does this gentlemen mean. The whale takes such an upper hand of me? I wondered when he wrote this short essay where was he at? To think of something like this to write about. If I were in his position thinking of something like that I would tell my friend and we both would drive to the Beach and just see does this story have a meaning to it. I has to mean something. Why at the end does he quote "It is high time to get to the sea as soon as I can". I wonder why he would say something like that.

SCORE OF TWO

When I find myself getting depressed, frustrated about a situation or problem I find myself in, I hang-in there and keep right on trying. I don't believe in giving up on something or someone.

A person owes it to themself to try. Giving up is giving up on yourself and what you stand for. When I keep trying it makes me want to do it (whatever it may be) more than when I started. So I get a better result because of it.

When I don't show I can be frustrated people look up to me more than if I was constantly giving up. They would have more confidence and trust in me and my actions also.

People need some frustration in there lives. Frustration

makes me try a little harder the next time. So I feel the best solution to depression and frustration is pure hard work and a lot of effort.

SCORE OF THREE

How I Handle My Frustrations

When I am frustrated it is a time of high temper and periods of silence. I don't alway handle my frustrations in the same way, and I am not always successful in relieving my frustrations. In this paper I will discuss some methods I use to relieve my frustrations, their effectiveness and explain why they do or don't work.

When I'm frustrated there are many different techniques that I use. The one that I use most of the time is to go off by myself and just think the situation through. Other times I will go fishing to take my mind off of what ever is frustrating me.

As for their effectiveness that also varies. When I argue with myself, this occassionally tends to cause more frustrations, but usually relieves my frustrations to the point wehre I can think clearly. Usually, by going fishing is the best means of relieving my frustration. Other times nothing works, so I simply have to wait till it passes.

My perscriptions for my frustrations my not always be successful, because I keep my frustrations to myself. Fishing is a good outlet for my frustrations because it is something I enjoy and can put all my thoughts into.

In the preceeding paragraphs I have given some of my cures for my frustrations, their effectiveness, and why they are or are not effect. From this you might be able to see how I handle problems and what type of person I am.

SCORE OF FOUR

When I have reached a state of mind where I am depressed or frustrated, I try to find the core of the problem. It can be anything from an uncomfortable situation I was placed in to an altercation with someone I really care for.

I try to analyze in myself, what happened to trigger this ill-feeling. I begin by asking myself some very basic questions. For example:

Who else does this problem involve?
Why do I feel this way?

What has put me in this state?
How can I make it better?

Slowly, one by one, the questions are answered, leaving me with exactly what I need to know. I have learned the reasons for my heartache. I choose now, if I like what I see and hear, or if I want to change some things.

I find a great deal of satisfaction in sitting down and talking to my best and closest friend, Joan. She really has a way of helping me overcome my problems, just by sitting next to me and listening. I can discuss anything with her, so I can prevent myself from being uncomfortable by opening up and sharing my feelings with her.

Over the telephone, in a letter or face to face, we discuss what has happened, sharing our viewpoints and past experiences in order for us to finally knock down my obstacle (or hers).

The process may be a difficult one with alot of emotion exhibited. I get a feeling of great accomplishment once I can get the feeling of depression shaken from my soul. More talk can make one feel more at ease and already you are beginning to feel more self-confidant about the way you are going to meet the next obstacle face to face before it brings you down again to a depressed state.

The last step of this technique is for me to decide what action I'm going to take to confront the problem or person and let them know what it really made me feel like.

I feel the expression of my problem is already half of the battle because I have brought it forth and pushed it out into the world. It can now be discussed rationally and subsequently solved.

There are a few faults with any way of analyzing something, because if a problem is troublesome already and thinking about it makes it worse, then you just have to wait before anything can be done. Your mind has to be willing to face the truth and honesty of the situation before you go on and you really have to want to overcome it and sooner or later you will. Share it with someone and you'll find that that someone cares too.

SCORE OF FIVE

Frustration is a part of life. Those people who learn to handle it are well on their way to maturity. Those who do not

learn to handle it have a monkey on their back that will dog them through their whole life. Mastering frustration is a large step towards mastering the mind itself.

Personally, I handle frustration by one of two methods. The first method may be likened to a nuclear explosion. I gnash my teeth, put my fist through any handy door, kick the cat, and generally behave like a madman. These antics are an attempt to drive the frustration from my body, as though I were exorcising a devil.

The second, more practical method I employ is my "keep cool" method, if I may coin a phrase. As the frustration rises in my throat, preparing for a tumultous outburst, I fight a battle with myself to beat back the frustration. I often use outside forces to aid me in my battle. My favorite ploy is to play music. Music does have "charms to soothe the savage breast." Beethoven's Seventh Symphony is my favorite. Its light, airy melodies, undercut by their powerful intensity, serve to soothe my shattered phsyche.

Both methods have their points. The physical exertion involved in number one is exhausting. As I flop on my bed following my prodigious efforts I experience a feeling of relief. But through experience I have found that this relief is only temporary. As soon as I have regained my strength, the frustration is back again, welling up in my throat.

I have found that method number two brings long-lasting relief. While music soothes and comforts me, I am able to sort out my thoughts. I can isolate the cause of my frustration, and work out a suitable antidote.

Throughout history, rational, ordered thought has prevailed over wild emotionalism. Problems must be faced and resolved. Emotionalism only brings temporary relief while not contributing a single iota to the effective elimination of the cause of frustration. This holds true for all people, whether it is a general losing a battle, or a student losing a book. Perhaps if more people in the world would realize that, it would be a much nicer, and more peaceful place.

SCORE OF SIX

Handling depression or frustration
(what do I do; how effective is it;
why it does or does not work)

People in general tody are more aware of their feelings of frustrations and depressions. I believe this is because it is no longer a taboo to talk about ones problems. By talking

about your problems and "letting it all hang out" you are showing people that you aren't too proud to let other people know what's going on in your head. However there are some problems that are too personal and then if people pry it's none of their business! Also people are more into listening to other people's problems; at least I am, and that's a good way of relieving and having problems relieved.

I suppose there a hundreds of ways to relieve problems. Sometimes when I have problems I eat, however that's not being realistic; it's just running away from yourself. Besides when you come back to reality, you've still got your problem plus now you've gained a few more pounds. As far as beating up my little brother, I can't, because I haven't got one. And there also, taking out frustrations physically is only a temporary situation. Pretty soon the frustration may pop up again and you may run out of little brothers. Thinking of people worse off than I will not make me feel any better; as a matter-of-fact it would probably do just the opposite. Of course there are always people who avoid the whole issue by being totalally oblivious to anyone's problems including their own. They are few and far between, as are the folks who curl up and crawl into their misery, love sympathy and are total pessimists.

Somewhere along in between those two extremes are people like me. I am a doer. I like to do things and keep occupied, and I suppose that's normal, We normal people are thoroughly capable and sometimes do encounter depression and frustrations. The most logical way for me to handle it is dividing it into four categories. 1) Is it caused by me or 2) is it caused by someone else and 3) & 4) is it emotional or just based on facts. After I have figured out this--which at times is very difficult to do, since it is sometimes a lot easier to say the hell with it and sulk--I attempt to narrow it further.

If the problem is with a friend; instead of keeping those feelings inside of me (which gives me migraines at the ripe old age of eighteen!) I confront the person--sometimes tactfully and sometimes bluntly--and let them know what's going on. After I let loose then I ask them for a little feed-back. I feel in cases like this it's ridiculous to go through a third person; but much easier to confront each other, one-to-one; with the problem.

If the problem is solely dealing with me, concerning an attitude or feeling I might have I feel it is my responsibility to work it out without bothering anyone. However, if I know someone who's going through the same head trip I will probably call them for advise or just to have someone to talk to. Of course it depends on the problem also. Under other curcumstances I will take off and "commune" with nature defeated,

come to terms, or at least confronted my problem. Of course a lot of times I talk to God too, but then of course being out in nature and talking to yourself is somewhat like carrying on a conversation with God.

I like to backpack a lot, and it seems whenever I get back from a trip I have become mentally as well as physically cleansed. Of course one could ask aren't you escaping from your problems by going to the Sierras or Pine Valley or wherever? But with me, I don't feel that way because my problem is coming with me; I'm merely in a better place to solve it. Of course that doesn't mean that I save all of my depressions, fears and frustrations until I go backbacking; I take them as they come. If I can get away from where I'm living for a few hours, or a day or too, it just makes it easier because it gives me a different perspective to deal with. Sort of like putting the shoe on the other foot--which I've learned is necessary to do if you really want to know people. Learning the above, and how to laugh at myself are two great assets I have which help me not to have quite as many frustrations as I used to have. Besides it's more fun to laugh at yourself than get mad and less time consuming. Considering the amount of dumb things I've done, it means I've saved a lot of energy and emotions that could be put to better use, like listening to someone else who has frustrations and depressed feelings because they haven't learned to laugh at themselves.

The following report was prepared by Dr. Rex Burbank, question leader for Question #2.

Summary Report on Question #2

For the 1976 English Equivalency Examination, Question 2 was developed by a committee comprised of Professors William Robinson, San Francisco State; James Frey, Fresno State; and Jack Conner, Hayward State. I served as chairman. All members of the Development Committee are members of the English departments of their respective universities. The committee met three times. At its first meeting, during the winter, each member brought at least two topics for consideration by the committee. All together, twelve topics were submitted, and of those twelve, five were selected for pretesting. Each member pretested--or caused to be pretested--one or more of the topics on his campus, and when the committee met a second time at San Jose State University, the members read student papers written on all the five topics. The pretested topics were evaluated in accordance with the following standards:

1. Their capability of being scored as questions must be scored (that is, holistically and in a standardized fashion by trained readers) on this type of test.
2. Their capability of lending themselves to the distinctions of a six-point scale, that is, a scale of one to six, with a score of six for the best responses and one for the poorest, with distinguishable gradations between.
3. Their capability of generating responses from all student-examinees--could all high school students taking the test be reasonably and fairly expected to write on the topic?
4. Their capability of producing responses that had a structural arrangement (specifically, comparison and contrast) that could provide a foundation for group-scoring.

It soon became clear to the committee that only one of the pretested topics approached the standards we had set, but even that one was not quite satisfactory because the better student-responses revealed a lack of clarity in the directions given in the assignment. The committee revised the directions and decided to pretest once more. The most important revision was the inclusion of the words "each of the two speakers" which the committee felt, would at once clarify the directions to the students and sharpen the responses--providing in addition a clearer basis for scoring the papers. At that meeting the committee also worked out a first draft of a scoring key and agreed to meet again at San Jose State for a final working-out of the topic and the scoring key.

At the third meeting, the committee decided that the revisions of the topic had produced the desired improvements. It was clear, after the members had read about thirty essays from San Francisco State and San Jose State, that the topic satisfied all the requirements for Topic 2. Samples of papers fitting all six points on the scale were readily identified, and the scoring key given final revision on that day. A dozen samples and the final draft of the scoring key were sent off that day to Dr. Richard Lid, who had them reproduced and made ready for the reading at Kellogg West on June 12. The development of Topic 2 has shown improvement each year during the past three years; everyone involved over the years in test development and the readings agreed that this year's topic was the best one developed to date.

As in previous years, Question 2 this year was designed to suggest an organizing principle upon which the examinee could write a 45-minute essay. It included two quotations, one from Robert Frost's "Mending Wall" and the other from Susanne Langer's "The City and the Hive." The assignment was to write an essay explaining the views of human relationships in the two passages and the extent to which the views in the Frost passage reflect the views expressed in the Langer passage. The suggested structure therefore was one of, first, analysis, and second, comparison and contrast. With the organizing principles thus built into the assignment, the examinee was afforded a ready-made framework within which to develop his/her thoughts about the two passages. The scoring key was constructed to enable readers to score all essays by the same qualitative standards.

At nine a.m., Saturday, June 12, I met with the three table leaders assigned to Question 2. We went through the samples and found that our scorings were remarkably close to the first ones assigned by the Test Development Committee. We were thus ready for the afternoon training session with the readers, who gathered at 1:30. We had a total of 12 samples ready for use by the readers.

In the afternoon, the readers met with the table leaders and me and discussed the question, how it was developed, and the basis upon which it was to be scored. They read and scored samples of 2 and 3 and 5 and 6 papers, and I explained the rationale of the scoring and referred them to the Rubric. They read and scored more samples and discussed them among themselves at the tables. At 3:30 p.m. I asked the table leaders if they felt their readers were ready to begin "live" readings; all three said yes, and so the reading began. At 4:00 p.m. three more samples were distributed and read, and the reading day ended at five o'clock with a review of the scoring standards.

All together 26 samples were used during the reading. In addition to the twelve we started with we located fourteen more from among the papers being checked by the table leaders. These we had xeroxed by the aides. We used fewer samples the second

than the first day, and fewer the third than the second. Table leaders spent all their time checking the reading scores of readers at their table. Readers were asked to adjust their scoring in accordance with the scores given the samples by the table leaders. In addition to sampling, table leaders read and scored the papers themselves, and recorded both their own and the readers' scores on a "check sheet." The table leaders, who read and scored the papers without looking at the scores assigned by the readers, brought the checklist with the test booklets to me, and I then read and scored them myself without looking at the scores given by the readers and table leaders. I was thus able to check continually the scoring of the readers and table leaders against my own. Where there were discrepancies, I could locate who was grading inaccurately and see that a correction was made; and where trends developed--such as a tendency to grade too high or too low or settle in the 3-4 range, the problem could be attacked immediately by further sampling and discussion of scoring standards. Using these methods, we achieved a high degree of agreement between first and second readers, and in the vast majority of cases the two readings produced scores that were within one point of each other. When a spread of two or more points occurred, the paper was read a third time, by one of the table leaders or by me. The number of papers with a spread of three points was very small, and those were radically uneven in quality, so that the discrepancies were understandable. I am satisfied that overall the papers were graded with a very high degree of uniformity, reliability and validity.

In scoring the essays we did not expect perfection from even the best student responses, but for a score of six we required that the paper show a high degree of skill in achieving what was asked in the assignment. In order to be given a six, a paper had to address itself to the views towards human relationships in the two passages and explain in what respects they were alike. The best papers were expected to demonstrate the ability to build on the implied organization with meaningful details, to develop the general points, and display a high degree of understanding of the quotations. Readers understood and took into account the fact that students were required to read two rather sophisticated literary passages and then to write meaningful commentaries on them in a matter of only 45 minutes--a demanding task; nevertheless, in order to be awarded the highest score, examinees were expected to demonstrate evidence of ability to perceive the complexities implicit in the quotations and to relate them in clear, standard written English.

Rex Burbank
July 8, 1976

Question 2. The following question was distributed to all students.

> He only says, "Good fences make good neighbors."
> Spring is the mischief in me, and I wonder
> If I could put a notion in his head:
> "Why do they make good neighbors? Isn't it
> Where there are cows? But here there are no cows.
> Before I built a wall I'd ask to know
> What I was walling in or walling out. . . ."
> He will not go behind his father's saying,
> And he likes having thought of it so well
> He says again, "Good fences make good neighbors."
>
> Robert Frost: "Mending Wall"

> We are like leaves of the palm tree, each deeply embedded in the tree, a part of the trunk, each opening to the light in a final, separate life.
>
> Susanne K. Langer: "The City and the Hive"

Write an essay in which you explain the views of human relationships implied in each of the two passages above. To what extent do the views of each of the two speakers in Frost's poem reflect the attitudes expressed in the passage by Langer?

The following directions for scoring were distributed to all readers engaged in the grading of question 2:

The student is asked to write an essay explaining (1) the views of human relationships implied in the two passages by Frost and Langer, and (2) the extent that each of the two speakers in Frost's poem reflects the attitudes expressed in the passage by Langer. A paper should be scored for its overall quality, and the student should be rewarded for what he does well, but a paper that does not fulfill the two assignments should not ordinarily be scored higher than 3. The topic calls for comparison and contrast. Upper-half papers will identify two speakers in the Frost selection and reveal--either explicitly or implicitly--understanding of the fence image and the palm-tree image. Papers that are primarily argumentative or personal should not be scored higher than 3.

An especially well-written essay may be scored a point higher

than it would be scored on the basis of content alone; a poorly written response may be scored a point lower.

Possible Scores:

6 A superior response will be a well-organized essay that (a) addresses both aspects of the assignment; (b) reveals a clear understanding of both passages; and (c) demonstrates a high degree of competence in writing. A paper receiving a 6 does not have to be perfect but will clearly show considerable competence.

5 An essay given a score of 5 may concentrate somewhat more on one aspect of the assignment than the other, or it may be weak in some aspect of the superior response (it may have minor grammatical flaws or be somewhat less well organized); but it should display clear overall competence.

4 A 4 paper may have some awkwardness of expression; misinterpret slightly one of the passages; be less fully developed than a 5 or 6 paper; or deal with one aspect of the assignment by implication rather than by direct statement. But it will display overall competence.

3-2 Papers in this range may:

-- be primarily argumentative or personal;
-- acknowledge only one speaker in the Frost passage;
-- misidentify the speakers in the Frost selection or the speaker in the Langer passage;
-- be fairly well written but display misinterpretation of both passages;
-- radically misinterpret one of the passages;
-- demonstrate poor reasoning;
-- show considerable evidence of poor writing;
-- contain considerable irrelevance, superficiality, weakness in writing.

1 This score should be assigned to papers that display no understanding of the question or the passages or that show incompetence in structure, usage, and idiom.

0 Non-response papers and those completely off the topic should be given to the table leader.

The following student responses to Question #2 were sample papers used during the reading to illustrate the grades on the 6-point scale:

SCORE OF ONE

I think in the first poem their talking about building a fence and only fencing in things that what would make him and his neighbor closer and friends with each other. Or else building a fence to keep he and his neighbor happy by letting each have his own private life, this can be another way of beeing a good neighbor. To either fence in all the sharing with his neighbor or to fence in for each other's own satisfaction. This poem is totally different from the second, the second poem is saying the leaves are working together and live together but they each go their own way in the end.

The attitudes in both poems are saying "Good fences make good neighbors" meaning no matter what the reason is for putting up the fence, it will help your neighbor, and the second poem is saying you help one another and in the end it will help to show their reasons for choosing the seperate way that they go.

SCORE OF TWO

In view that human relationships are mere interchanging of social upbringings between persons, Robert Frost relates a different, but also similar signifigance to Suzanne Langer's ideas of man's relations with others.

Frost immediately states a statement, whereas he corresponds it to one of his two characters. His second character responds with a hint of "Spring" and then continues to proceed in asking the question of "Why." He furthers this question by underlining the quoted words (above). He, the author, continues to reinforce his question by giving the question an example. To conclude his passage, he restates the first character's statement, after stating that the character will not change due to his father's saying.

Langer, rather takes a natural position in relating her views on human relations. She begins with a concrete object, a palmtree, of which also holds a fatherly image as it preceeds the imagery of a trunk for a strong foundation. She continues to relate how a "final light" is found and finally concludes her idea by writing two important words; "Separate life".

In comparing the two passages, it is possible to see that both writers believe that it is the father, or foundation which causes each person to grow in the manner they did. Both further agree that each individual is separate and different. In addition each author corrolated some word to nature, while Frost only used the words "Spring", "cows", and "fences", Langer used her whole passage.

While both authors agree, they do contrast on several counts. Langer believes that man is joined whereas Frost's beliefs are inforced by "his father's" choice of words. In addition, Langer believes that all men reach for an opening to the final light, while Frost has no mention, only inference that the character who stated the first statement.

In view that both essays are subjected to the same topic, human relationships, both writers obtain some comparable ideas. However, due to their confined and separate relations, both authors also conflict and contrast each others matter. Both schools of thought is expressed, while Frost exposes a general dislike while Langer poses the complimentary opinion.

SCORE OF THREE

Robert Frost's "Mending Wall" and Susanne Langer's "The City and the Hive" are two very similar poems. Both express mans relationship with society. They emphasize mans individualism and his need to be separate from his society.

In "Mending Wall", Frost's statement "Good fences make good neighbors " is very meaningful. The use of the term "neighbors" indicates that we, (the human race as a whole) share a certain unity. We are all members of the world and society. There is a definate closeness among people and this relationship is good and probably even benefitial. "Good fences" make this relationship possible. By good fences, Frost means seperation. Each person must be free to be different, to have privicy. Latter in his poem, he clarifies his idea of good fences. "Before I build a wall I'd ask to know what I was walling in or walling out . . ." This indicates to me that this process of "walling" or "building good fences" is not only important to the individual person, but also for society as a whole.

Susanne Langer's "The City and the Hive" shows mans relationship with society more clearly. She symbolizes man as "leaves of the palm tree, each deeply embedded in the tree, a part of the trunk. Langer here says that we are "part of the trunk" meaning that we are all part of society. We are a close unity. We are deeply embedded in society. Society definatly influences and is part of our lives. This creates a very close & dependent relation-ship between man and society, yet this relationship has its limits. Langer goes on to say "each opening to the light in a final seperate life." Here she says that although we are a unity we are seperate and distint people. We are individuals and as individuals we have seperate and private lives. This seperation is just as important as the unity, as she points out in the entirity of the passage.

Both Frost and Langer seem to share the same attitudes toward mans relationship with society. They seem to both recognize the seperation and the unity of man and society. These relationships are both benefitial and dependant on one another.

SCORE OF FOUR

Frost and Langer have written two very different passages, but both of them present a similar viewpoint about human relationships.

In the dialogue found in Frost's passage there is a challenge to the thought that "good fences make good neighbors." Or, at least there is enough resistance by one speaker to reveal that he'd like to know what he was walling in or out. Langer seems to be saying in one sentence that if the same origen, and living in the same ecosystem, we still lead our separate lives. Frost apparently knows that he is aware that with or without walls, human relationships exist. So why build walls? Especially mental, protective walls around a person.

The speakers in Frost's poem reflect the attitudes of many people. Polar views are shown. The one person likes the idea of a solitary, or private life, while the other is more selective and open. Like the leaf from Langer's selection he opens to light, in a final separate life. In human relationships this final separate life is necessary--to wall oneself in may shut others out, but in truth, only I can live my life, as only you can live your life. Though by walling oneself in, a person may exclude light from other than the direct source.

On this way these selections are revealing their authors awareness of humanity's inherent bond with itself, and the need for a person to be separate entity, not just a nondescript piece of the whole.

SCORE OF FIVE

In Frost's piece one person is insuring his privacy and right to concealment by uttering the somewhat hackneyed expression "good fences make good neighbors." In other words, he does not desire any unforseen exposure or interaction, therefore he frankly prevents it by using this belief as a guard. Thus, he can be happy by himself. The other character questions the saying and challenges it's truth. His very statement "If I could put a notion . . ." reveals his need to be actively involved with his neighbor's personality make up. He wants to know about cows nowadays--whether walls are obsolete or absolutely neccesary, what will be left behind by walling out or included by walling in. His nature seems more reaching and free than his

neighbor's, whereas the first seems more reclusive and defensive.

The idiosyncratic differences illustrated by these two characters points out that they are indeed unique and individual in their needs and expressions. This basic concept ties into Suzanne Langer's poem. We are all vital, striving, different beings, but paradoxically we come from the same species of mammal. Their is no person who can be recreated, no power strong enough to duplicate a person. Therefore we must all understand at least that another has the right to differ, no matter how drastically, and coexist with the equal amounts of respect and importance.

The interaction between nieghbors shows a contrast in views. One wants to be open, and to irritate what has previously been established, the other seeks protection and enforcement of territorial boundaries, both social and real. He refuses to equivocate and is content to wall himself in.

They are both seperate, irreplaceable leaves, unfolding in light as their position requires.

SCORE OF SIX

Langer's statement from "The City and the Hive" is an analogy between leaves on a palm tree and the biological and sociological facts of human life. As people, we all spring from a common genetic background and a common cultural environment; as such, we share roots and framework--we draw support and nourishment from the same basic sources, as do all the leaves on a tree. But like leaves we also diverge from the common store of knowledge and place; we grow particular and are subject to localized forces and circumstances that the stock we spring from may never feel. And, like leaves, we die separately, while the vast support-structure from which we took life (and to which we returned what things we could "manufacture", to be stored or to be lost) goes on in its own time-frame, to its own conclusion.

The speaker in the first line of Frost's poem seems to agree with the acceptance of separateness, of uniqueness, that Langer points out as intrinsic in human existence. He seems to be the sort of man who finds it hard to question such "facts" as have been carefully laid out for him by his culture; he seems proud at having learned such "facts", and feels they have a force or strength in themselves that defies questioning. But the first person speaker in the poem is quite different: he questions the inevitability of separateness, and implies that the degree of separation of one man from another is not a fixed, universal fact, but instead is a flexible thing, very much under the

control of men themselves.

The "Why?" of this speaker is almost irritating (like a mosquito-sound) against the reiteration of dogmatic belief by the man who accepts fences. But this small "Why?" is what makes Frost's passage so different from Langer's in its tone and its import. Langer's view, though biologically and socially sound, is almost inhuman, whereas Frost's question is very human indeed--it is the product of speech and of rational awareness, which make possible the (admittedly tenuous!) thing called communication. Frost is saying that men are very different from trees and leaves to the extent that they can communicate, can question, and can define and re-define the values and purposes of the phenomena they must deal with constantly--including their own lives, their relationships with one another, and their relationships with inanimate things and ideas. He disagrees with Langer's idea of "separateness" being a fact of human life: it may be humans who make "facts"; and where humans are concerned, all analogies may be useless in the end.

STATISTICAL REPORT

July 1976

Robert Bradley
John Bianchini

I. The Test.

The fourth administration of the California State University English Equivalency Test was conducted on Saturday, May 1, 1976.[1] The test has two ninety-minute sections; the first is an objective, multiple choice part, and the second is an essay part with two questions. The "Analysis and Interpretation of Literature" Subject Examination of the College-Level Examination Program (CLEP) was used as the objective part of the test. The two questions of the essay section were developed and scored by the English professors of the California State University and Colleges.

II. Scores.

1) Objective Score. The objective part of the test was scored by the Educational Testing Service, and scores were reported on the CLEP Subject Examination scale, which ranges from 20 to 80.

2) Essay Reading Scores. Each of the two essay questions was graded by two readers, and scores were given on a scale of 1 to 6. For a single reading of a question, a score of 4 or higher represented a passing performance. A zero indicated that the student did not attempt to answer the question.

3) Essay Question Score. The scores for the first and second reading of each question were combined to produce a question score, which ranged from 0 to 12.

4) Raw Essay Total Score. The two question scores were added to produce a raw essay total score. This score fell between the limits of 0 and 24.

5) Converted Essay Score. The raw essay total scores were transformed to the same scale as the objective scores to permit the addition of objective and essay scores in a meaningful way.

---

[1] See Cowell, W., The California State University English Equivalency Test, May, 1973. Statistical Report SR-74-10, Princeton, N.J.: Educational Testing Service, February 1974. See also Bradley, R., & Bianchini, J., The California State University English Equivalency Test, May 1975, Statistical Report. In E.M. White, Comparison and Contrast 1975, Los Angeles: Office of the Chancellor, the California State University and Colleges, 1976.

6) Composite Score. The objective score and the converted essay score for each person were added to produce a composite score. Since both the objective and the converted essay scores are expressed on a 20 to 80 scale, the composite scores ranged from 40 to 160.

III. Candidate Groups and Norms Samples.

1) Total Group. The 2,866 students who took both sections of the English Equivalency Test comprised the total group. The objective part of the test was taken by 2,885 students, but 19 of these students failed to take the essay section.

2) Equating Sample. The equating sample consisted of the first 524 papers scored at the essay reading session. All of the essay books from the various test centers were systematically scrambled prior to the reading to insure that they would be read in an essentially random order. Inasmuch as the means and standard deviations of both groups were not significantly different, the equating sample was assumed to be representative of the total group.

	Objective Scores	
	Mean	S. D.
Total Group	48.92	9.46
Equating Sample	49.15	9.14

The data from the equating sample were used to equate (transform) the essay scores to the objective score scale. A sample was used instead of the total group so that computer processing and statistical analysis could be done as the reading session progressed.

3) CLEP Norms Sample. This group consisted of 541 college students who participated in the 1964 norming administration of the CLEP Analysis and Interpretation of Literature examination.

4) Texas Norms Sample. This sample consisted of the 188 students included in the 1970 validity study of the CLEP examination at the University of Texas. Scores on the CLEP test were correlated with final grades in relevant courses.

5) CSUC Norms Samples. The essay questions of the English Equivalency Test were administered to four different groups of California State University students. These essay papers, indistinguishable from regular papers, were interspersed with the candidate essays and scored during the reading session. The average essay scores for students who earned various letter grades in the English composition courses were determined, and the information was used to help establish the minimum passing score for the essay part of the examination.

The largest of the CSUC norms samples came from California State University, Northridge, where the essay questions were administered to 259 students completing their first semester of freshman English. Two of the norms samples came from California State University, Chico. One of these samples contained 114 students who had just completed two semesters of freshman English, and the other consisted of 21 students who had completed a single semester of English. A very small sample of 12 students, enrolled in an experimental class combining instruction in composition and logic, was drawn from California State College, San Bernardino. In each case, the essay questions were administered to the students during the last several weeks of the particular segment of coursework designated for a given norms sample. The information for the individual CSUC norms samples is summarized in Tables 1-4, and the four norms samples are combined in Table 5.

IV. The Equating Procedure.

Scores which are expressed on different scales cannot be combined without giving a greater weight to the scores on the scale which has the largest range of numerical values. The raw essay total score scale extends from 0 to 24, while the objective score scale extends from 20 to 80. If scores from these different scales were combined, the objective score would influence the composite score about three times as much as would the raw essay score. A solution to this problem is found by transforming the units of one of the scales so they are numerically equivalent to those of the other scale. This transformation can be performed so that the "equated scale units" represent equal increments in relative position on each of the score scales. Since the objective scores were reported on the CLEP scale, the essay scores were transformed to the CLEP scale by means of the equipercentile method of equating. In so doing, a given converted score represents the same percentile rank on both the essay score distribution and the objective score distribution. In other words, equal converted scores on the two parts of the English Equivalency Test represent the same level of performance on each part.

V. Technical Notes on Equating.

1) In the strictest sense, the score transformation procedure was employed to establish scores that are comparable, rather than truly equivalent. The terms "equating" and "equivalent scores" are fully appropriate only when the two tests are parallel forms designed to measure the same psychological function. Because the objective and essay sections of the English Equivalency Test do not measure the same psychological function (see section IX), the score transformation technique produces scores which are comparable but not equivalent. However, the mechanics of transformation are exactly the same for producing either comparable or equivalent scores, and the only difference is one of interpretation. For convenience, the term "equating" is used rather than a technically correct phrase,

NORMS SAMPLE

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

ONE SEMESTER OF FRESHMAN ENGLISH

Grade	N	Mean	Standard Deviation	Range
A	55	15.64	2.44	9-21
B	109	13.80	2.91	7-21
C	82	11.87	2.75	5-19
D	13	10.31	3.05	5-15
A+B	164	14.41	2.00	7-21
A+B+C	246	13.57	3.09	5-21
C+D	95	11.65	2.85	5-19
TOTAL	259	13.40	3.17	5-21

NORMS SAMPLE

CALIFORNIA STATE UNIVERSITY, CHICO

ONE SEMESTER OF FRESHMAN ENGLISH

Grade	N	Mean	Standard Deviation	Range
A	10	13.80	3.31	9-19
B	9	12.67	2.31	9-17
C	2	9.00	1.00	8-10
A+B	19	13.26	2.94	9-19
TOTAL:	21	12.86	3.08	8-19

NORMS SAMPLE

CALIFORNIA STATE UNIVERSITY, CHICO

TWO SEMESTERS OF FRESHMAN ENGLISH

Grade	N	Mean	Standard Deviation	Range
A	25	13.12	2.25	7-17
B	47	12.11	2.44	7-18
C	36	11.28	2.82	5-17
D	6	7.83	1.86	5-10
A+B	72	12.46	2.43	7-18
A+B+C	108	12.06	2.63	5-18
C+D	42	10.79	2.96	5-17
TOTAL	114	11.84	2.76	5-18

NORMS SAMPLE

CALIFORNIA STATE COLLEGE, SAN BERNARDINO

INNOVATIVE PROJECT*

Grade	N	Mean	Standard Deviation	Range
B	7	12.14	2.10	10-15
C	5	10.40	2.33	8-14
TOTAL	12	11.42	2.36	8-15

* An experimental class combining instruction in composition and logic

NORMS SAMPLE

CSUC COMBINED

Grade	N	Mean	Sigma	Range
A	90	14.73	2.76	7-21
B	172	13.21	2.84	7-21
C	125	11.59	2.78	5-19
D	19	9.53	2.96	5-15
A + B	262	13.73	2.90	7-21
A + B + C	387	13.04	3.04	5-21
C+D	144	11.32	2.89	5-19
TOTAL	406	12.88	3.12	5-21

such as "establishing comparable scores."[2]

2) Two basic methods of equating are available, and when the score distributions are very similar in shape, these methods yield almost identical results. Given similar score distributions, the linear method, which defines equivalent scores as those represented by equal standard-score deviates, is preferable. The linear method is completely analytical (determined by a mathematical relationship) and is free from judgments of curve smoothing. However, if the two score distributions differ in shape, the linear method fails to adjust for this difference.[3] Thus, when the distributions have different shapes, or when the shape of one or both distributions is not known or cannot be accurately predicted, the curvilinear or equipercentile method is to be preferred. If the two score distributions differ in shape, the equipercentile method will stretch or compress the score scale of the distribution being converted to fit the shape of the other distribution. This method defines equivalent scores as those scores which represent the same percentile rank on both distributions. Using the score conversion table (Table 6) for illustration, a raw essay score of 14 corresponds to a converted score of 52. The percent of students scoring below 14 on the raw essay scale is the same as the percent scoring below 52 on the objective scale. Thus, in the sense that the two scores represent the same relative rank (percentile) within their distributions, they are equivalent scores.

3) Percentile rank values for each point on the objective score scale were plotted on normal probability graph paper. These points were connected by a smoothed curve, and for the points on the curve corresponding to the percentile rank of each raw essay score the objective score equivalent was determined.[4]

4) If the two score distributions differ in shape, the use of the equipercentile equating method, as noted above, will modify the essay raw score scale by altering the relative distances of some scores from the median. This modification of the raw score scale will result in a less-than-perfect correlation between raw scores and converted scores. The correlation between raw essay and converted essay scores for the English Equivalency Test was .997, which indicates a near-perfect degree of linear relationship between the raw essay score scale and the CLEP scale. In other words, the shape of the raw score distribution so closely approximated that of the objective score distribution that the linear method of equating could have been used instead of the equipercentile method.

---

[2] Angoff, W. H. "Scales, Norms, and Equivalent Scores" in R. L. Thorndike (Ed.), Educational Measurement, 2nd. ed., Washington, D.C.: American Council on Education, 1971, pp. 562-568; 590-597.

[3] Ibid., p. 564.

[4] Ibid., pp. 516, 571.

SCORE CONVERSION TABLE

CSUC ENGLISH EQUIVALENCY TEST

May, 1976

Essay Total Score - Converted Score

24 - 80
23 - 77
22 - 75
21 - 72

20 - 69
19 - 66
18 - 64
17 - 61
16 - 58

15 - 55
14 - 52
13 - 48
12 - 45
11 - 42

10 - 39
9 - 36
8 - 34
7 - 32
6 - 30

5 - 28
4 - 26
3 - 24
2 - 22
1 - 21

0 - 20

VI. Passing Scores.

1) Basic Passing Scores. An examinee was required to achieve a certain score on both the essay and objective parts of the examination in order to pass. These passing scores were added to arrive at a minimum composite passing score. Data from the CLEP norms sample were used to establish the passing score for the objective part. Since for both of these samples the average CLEP score for C students was 49, a score of 49 was set as the passing requirement on the objective part.

For the essay part of the examination, a score of 4 represented acceptable performance for a given essay reading. The criteria by which a reader was to distinguish between acceptable (4 or higher) and unacceptable (3 or lower) performance were carefully delineated in training sessions prior to the reading. These criteria represented a consensus among leading State University English professors. Each essay paper had two questions which were given two readings each, for a total of four reading scores. A score of 16 (on the 0 to 24 essay total score scale) thus represents an average score of 4 on each of the four readings. However, inspection of the frequency distribution of essay total scores reveals that only 23.1% scored 16 or higher, indicating that 16 would be a rather rigorous passing score. Conversely, an essay score of 12 means that the average reading score was 3, or that on the average not one of the four readers found the performance on either of the two questions to be acceptable. A compromise was reached with a raw score of 14, which means that on the average two of the four readers judged the performance to be acceptable. The basic passing score on the essay part of the exam was therefore tentatively set at 14.

The data from the CSUC norms samples (Tables 1-5) were also evaluated in an attempt to set an appropriate and defensible passing score for the essay part of the examination. The basic premise was that the essay passing score should be at least as high as the average essay score of students who earned grades of C in freshman English in the CSUC norms samples. For the two largest samples, Northridge and Chico two-semesters, the average scores of C students were 11.87 and 11.28, respectively. Although the testing of the CSUC norms samples was carefully planned and conducted to elicit adequate motivation, the results were viewed with at least a modicum of skepticism. It could well be argued that a more defensible passing score would be the average score achieved by all students who earned a C or higher (A+B+C), or even that achieved by B students. For the Northridge sample, the average score achieved by A+B+C students was 13.57, and that achieved by B students was 13.80. The comparable figures for the Chico two-semester sample were 12.06 and 12.11. The students in the very small sample from San Bernardino had exceptionally low overall grade point averages, and cannot be considered to be representative of the typical student completing a freshman English course in the CSUC system. Because there is reason to believe that the data from Northridge were more valid than the data from Chico, the Northridge figures weighed more heavily in the final decision on the basic passing score.

In addition, it should be noted that grades in freshman English classes may be affected by factors essentially unrelated to writing ability, such as attendance, promptness with assignments, attitudes, and motivation. Given these considerations, the grades earned by students in the norms samples were used only as supplemental evidence in setting the passing score, with primary weight being given to the essay scoring standards developed by the CSUC English professors.

From the data presented in Table 1, it is apparent that a passing score of 14 represents a level of competence slightly higher than that demonstrated by either the A+B+C students or the B students in the Northridge norms sample, but substantially lower than the average score for A students. The decision to set the basic passing score at 14 represented a consensus among the project directors, chief readers, and consulting statisticians that this score was solidly supported primarily by the carefully developed standards of the CSUC English professors, and secondarily by the performance data in the norms samples.

2) Compensation Model. As in prior years, a limited amount of compensation between essay and objective scores was permitted. That is, one of the scores could drop below the passing level if the other score was sufficiently high. Since the basic objective passing score was set at 49, and that of the essay was set at 14 (which converts to 52), the minimum composite passing score was set at 101 (49 + 52). The limits within which compensation would operate were then determined by defining scores for both parts which represented absolute minima, below which no compensation could be justified. The objective minimum was set at 45, because this score minimized the number of A, B, and C students who would fail and the number of D and F students who would pass in both the CLEP norms sample and the Texas norms sample.

The essay minimum score was set at 13, which means that at least one reader gave a satisfactory rating on one of the two essays. However, for a candidate to pass on the strength of only one acceptable reading it had to be accompanied by an objective score of 60 or higher, resulting in a composite score of at least 108. (In the CLEP norms sample, 60 was one point less than the average score of A students who had completed a year of study in literature, and represented the 85th percentile rank on the score distribution.)

The limits of compensation, then, were as follows: essay scores of 13, which converted to 48, required an objective score of at least 60 with the resulting composite score of 108 or greater; objective scores of 45 called for an essay score of at least 16 (which converted to 58) in order to yield the required minimum composite of 101, and objective scores of 46, 47, and 48 required an essay score of 15 (which converted to 55) to yield a composite of at least 101.

VII. Pass Rates.

1) Objective, Essay, and Total Pass Rates. A total of 2,866 students took both parts of the English Equivalency Test. Those who passed the exam qualified to receive six semester units of credit in freshman English. The percentage of the total group which passed each part of the exam, using the basic passing criteria of 14 on the essay part and 49 on the objective part, is given below. The percentage passing the total exam without compensation (requiring 14 on the essay and 49 on the objective part) and the percentage passing with compensation (as defined in section VI, 2, above) are also listed.

	Objective Test		Essay		Total Exam			
					Without Compensation		With Compensation	
	No.	%	No.	%	No.	%	No.	%
PASS	1492	52.1	1319	46.0	968	33.8	1093	38.1
NO PASS	1374	47.9	1547	54.0	1898	66.2	1773	61.9

It is evident from these data that a score of 14 on the essay represents a slightly more difficult passing criterion than a score of 49 on the objective part. Accordingly, while only 26.6% of those students who passed the essay failed the objective part, 35.1% of those students who passed the objective part failed the essay. These figures amount to 12.2% and 18.3% of the total group, respectively. For 1975, the figures for the total group were 11.5% and 19.0%. The fact that the difference between the two percentages is smaller for 1976 than for 1975 indicates that the disparity in the difficulty level of the two parts was slightly reduced in 1976.

2) The Effect of Compensation. The effect of the compensatory model was to raise the total pass rate from 33.8% to 38.1%. The compensation criteria allowed 37 students with essay scores of 13 and objective scores of 60 or higher to pass the examination. In addition, 88 students with objective scores between 45 and 48 inclusive and essay scores of 15 or higher (16 or higher for 45) were also allowed to pass.

3) The "13" Essay Score. This year the project directors decided to adopt a more stringent procedure than was followed in 1975 with regard to essay scores of 13. In order to pass, students with essay scores of 13 were required to score at least 60 on the objective part, whereas in 1975 an objective score of at least 55 was required. A total of 386 students, or 13.5% of the total group, earned a score of 13 on the essay. If a composite score of 101 had been used as with the "below 49" objective score, 125 or 32.4% of these students would have passed the examination. Following the 1975 criterion

(a composite of score of 103), 99 or 25.6% of the students who scored 13 would have passed. By requiring a composite score of at least 108, only 37 or 9.6% of the "13" students passed the examination.

VIII. Technical Notes on Differences Between 1974, 1975, and 1976 Data.

1) Differences in Mean Objective Scores. The average objective score in 1976 (48.92) was 1.74 points higher than in 1975 (47.18), and .52 score points lower than in 1974 (49.44). The fact that the CLEP mean scores in 1974 and 1976 were substantially higher than in 1975 is most likely a reflection of the fact that alternate forms of the CLEP test are administered in successive years. Although the two forms have been equated, converted scores on one form of the test probably do not represent exactly the same level of performance as identical scores on the other form of the test. This inference is based, in part, on considerations of the substantial difference in the difficulty level of the two forms and the likelihood that the two forms may differentially emphasize the measurement of several complex intellectual functions. Thus, when these two conditions exist, the conversion resulting from an equating study would not be totally independent of the individuals from whom the data were drawn in developing the conversion, and such a conversion would not necessarily be applicable to all situations. In the present case, it may be entirely possible that the higher performance of the 1976 group is due simply to the fact that the group took the easier form of the CLEP test, since the relatively small difference in the CLEP mean scores for the 1974 and 1976 groups that took the same form of the CLEP test clearly implies a consistent level of competence from year to year.

2) Changes in Converted Score Equivalents. For the 1976 data, converted score equivalents for essay scores were slightly higher than those obtained in 1975. For example, in the critical pass-fail range, essay scores of 13 and 14 converted to 46 and 50 respectively in 1975, while in 1976 the same essay scores converted to 48 and 52. Factors contributing to these differences in converted score equivalents include the changes in mean objective scores noted above, and year-to-year differences in the mean raw essay score. If the essay performance remains constant, a rise in objective scores results in higher converted score equivalents. Thus, the effect of the higher objective scores in 1976 was to raise the converted score equivalents; however, this effect was partly offset by the rise in mean essay scores. To illustrate the latter factor, in 1976 the mean raw essay score (13.31) was .73 raw score points higher than in 1975. This rise in the essay scores means that a given essay score in 1976 represented a lower percentile than in 1975, and thus converted to a lower equivalent score on the CLEP (objective) scale.

IX. Correlations Between Readings and Between Questions.

The correlation between the scores for the first and second readings of Question 1 was .58, and for Question 2 was .70. These

figures, when expanded by the Spearman-Brown formula, represent the reliability of the grading procedure, and are discussed in the section on reliability. The scores for the first reading of Question 1 correlated .34 with the scores for the first reading of Question 2, while the scores for the second reading of both questions correlated .31.

When the two reading scores for each question are combined, the correlation between the question scores is .40. This figure represents the degree of relationship between the two essay questions. Since the proportion of shared variance is indicated by the square of the correlation, only 16% of the variance in each question was shared with the other. This suggests that the two questions drew upon essentially different types of writing ability. However, some of the underlying relationship between the two questions was obscured by the unreliability of the grading. An estimate of the true strength of this relationship can be obtained by removing the effect of the unreliability in the grading procedure. When the influence of grading unreliability is extracted from both questions by a procedure known as "correction for attenuation,"[5] the estimated relationship between the questions is .52. The correction for grading unreliability increases the proportion of shared variance to only 27%, which tends to confirm the inference that the two questions represented different domains of content, and sampled different facets of writing ability which are presumably developed in English Composition classes.

X. Correlations Between Parts.

Correlations among the objective, raw essay total, and converted essay scores were computed for the total group. The objective and converted essay scores correlated .58, which is about optimal for an examination of this kind. If the relationship were much lower it would be difficult to justify the compensation which is allowed by combining the scores to form a composite. A substantially higher correlation would mean that each part overlapped the other to the extent that the use of both parts would be redundant.

The correlation of .997 between the raw and converted essay scores indicates a strong linear relationship between the scores. As noted above (section V, 4), this high degree of linearity means that the two score distributions are virtually identical in shape, and the linear equating method could have been used without producing significant distortion.

XI. Reliability.

1) Reliability of the Objective Part. The reliability of the CLEP "Analysis and Interpretation of Literature" examination is .88 as

---

[5] Magnusson, D., Test Theory, Reading, Mass.; Addison-Wesley, 1967, pp. 147-149.

reported in the CLEP Score Interpretation Guide.[6]

2) Reliability of the Essay Part. Because essay tests generally consist of only one or at most several items, it is not possible to compute reliability by split-half or internal consistency methods. The only alternative is "form-to-form" reliability. which entails giving two equivalent forms of a test to the same group of students. However, the preparation of an equivalent form for a one-or-two question test is not feasible, because one or two questions do not comprise an adequate sample from the domain of content. In lieu of a formal method of computing reliability, a method of estimation is available. Upper and lower limits of reliability can be established, with the certainty that the actual value lies somewhere between the two limits.

3) The Upper Limit. The correlation between grades on the first and second readings of each essay question represents the reliability of the grading procedure. Since unreliability due to grading is only one of several sources of error variance, the value for grading reliability will always be higher than the overall reliability value which includes all sources of error variance. Thus, grading reliability can be used as the upper limit of overall or actual reliability. For Question 1, the correlation between grades on both readings is .58, and for Question 2 the correlation is .70. These values are the reliabilities of a single reading. That is, the reliability of each reading of Question 1 is .58. Adding the reading scores to obtain a question score produces an increase in reliability, which is estimated by the Spearman-Brown formula.[7] The estimated reliability for Question 1 is .73, and that for Question 2 is .83.

Because the essay total score is the sum of the question scores, the reading reliability for the total is higher than that for either of the questions. The reading reliability of the essay total score is most appropriately estimated by the formula for computing the reliability of a linear composite, since the two questions (as established above) are not alternative forms representing the same domain of content.[8] The reading reliability of the essay total score is estimated to be .85, and this value is taken as the upper limit of reliability for the total essay test.

4) The Lower Limit. The obtained correlation between Question 1 and Question 2 is used to estimate the lower limit of reliability. If each question were treated as a one-question test, the actual reliability per question could be obtained by giving an equivalent form of a question and correlating scores on both forms. Unreliability due both to grading and to fluctuations in performance would

---

6 _____, Score Interpreation Guide, College-Level Examination Program, Princeton: College Entrance Examination Board, 1967, p. 31.

7 Magnusson, op. cit., p. 74.

8 Nunnally, J., Psychometric Theory, New York: McGraw-Hill, 1967, pp. 226-230.

be reflected in such a "form-to-form" coefficient. It has already been demonstrated that Question 1 and Question 2 are not equivalent in terms of content. To the extent that the two questions are not equivalent, the correlation between them will underestimate the actual reliability of the question scores.

The correlation between the scores on Question 1 and Question 2 is .40. Again, because the essay total score includes both questions, the reliability of the total will be higher, and is estimated by the linear composite method to be .57. The actual reliability of the essay test therefore lies between the lower limit of .57 and the upper limit of .85.

5) Reliability of the Composite Scores. The estimated reliability of the composite scores, based on reliability coefficients of .88 for the objective part and between .57 and .85 for the essay part, is between .83 and .91.

XII. Validity.

1) Validity of the Objective Part. Course grades or other indicators of classroom achievement can be correlated with test scores to obtain measures of concurrent validity. The CLEP Score Interpretation Guide reports correlations between scores on the "Analysis and Interpretation of Literature" examination and course grades before and after the final examination; the values are .42 and .54, respectively. As noted in the CLEP Guide,[9] these correlations should be interpreted with caution because of lack of uniformity in the procedures by which the data were obtained.

2) Validity of the Essay Part. Course grades earned by students in the CSUC norms samples were correlated with essay total scores. For the two samples which were large enough to give a reliable correlation, the values were .48 for Northridge and .38 for the larger Chico sample. Inasmuch as class grades may be affected by factors unrelated to competence, such as absences or incomplete assignments, the instructors were also asked to rank their students on a six-point scale of general ability in the course. It was anticipated that the ranks would more accurately reflect the students' abilities than would the course grades, resulting in a higher correlation with the essay scores. In addition, the rank scale had six discrete values, whereas the grade scale was effectively limited to three values due to the paucity of D and F grades. It would be expected that the greater variability in the ranks would result in slightly higher correlations for ranks than for grades. This expectation, however, was only partly realized. The correlations between essay total scores and ranks were .45 for Northridge and .40 for Chico. Thus, for the Northridge sample, the essay/grade correlation was slightly higher than the essay/rank correlation, although for the Chico sample the essay/rank correlation was slightly higher. All the values cited in this section reflect unreliability in grading due to the various standards used by different instructors, and should be interpreted only as gross approximations, if not as underestimates, of concurrent validity.

CONCLUSIONS AND FOLLOW-UP STUDIES

The following charts represent second year results of what is projected as a five-year study of 1973 English Equivalency Examination participants. Of the 4,072 applicants for credit that year 3,273 (or 81%) enrolled on one of the CSUC campuses in fall 1973. The study seeks to ascertain what, if any, differences may obtain in the performance in college of three groups: those taking the test and passing (to receive 6 semester units of credit); 2) those taking the test and not passing; and 3) all entering students.

Any conclusions to be drawn from these second year results must be most tentative. It does seem apparent that passing students are performing better than the other groups as measured by GPA; that the passing students are enrolling for more credit units than the average of all students and for about as many credit units as those who took but did not pass the test; that those passing do enroll for English courses, despite their credit by examination, and by the sophomore year seem to be taking more English courses than do the test applicants who did not receive credit. Even these findings may need to be altered as data on the students' performance accumulates, however.

Those who wish to follow the progress of this follow-up study will find much of interest in the following tables and the additional tables in future reports. The tables published in the 1975 volume are not reprinted here and should also be consulted. In any event, no final conclusions should be drawn until the data are complete.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

ENGLISH EQUIVALENCY EXAMINATION

FOLLOW-UP STUDIES OF SPRING 1973 PARTICIPANTS

PROGRESS REPORT No. 2

PREPARED FOR

THE CSUC ENGLISH COUNCIL

APRIL 22-23, 1976

SAN DIEGO, CALIFORNIA

TCSUC-INSTITUTIONAL RESEARCH
APRIL 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Fall 1973 Enrolled English Equivalency
Examination Participants

Persistence By Ethnicity,
Fall 1973 to Fall 1975

By Ethnic Group

Ethnic Group	Passed N F '73	Passed N F '75	Passed Persistence	Failed N F '73	Failed N F '75	Failed Persistence	Total N F '73	Total N F '75	Total Persistence
American Indian	4	2	0.50	8	5	0.63	12	7	0.58
Black	2	2	1.00	17	11	0.65	19	13	0.68
Mexican American	7	6	0.86	37	23	0.62	44	29	0.66
Latin American	2	1	0.50	8	3	0.38	10	4	0.40
Oriental	21	16	0.76	78	60	0.77	99	76	0.77
Other Non-White	2	1	0.50	13	11	0.85	15	12	0.80
White	748	478	0.64	1353	816	0.60	2101	1294	0.62
Unknown	318	204	0.64	690	437	0.63	1008	641	0.64
All Groups	1104	710	0.64	2204	1366	0.62	3308	2076	0.63

By "Declared" Minority Aggregate

	Passed N F '73	Passed N F '75	Passed Persistence	Failed N F '73	Failed N F '75	Failed Persistence	Total N F '73	Total N F '75	Total Persistence
Minorities	38	28	0.74	161	113	0.70	199	141	0.71
White/Unknown	1066	682	0.64	2043	1253	0.61	3109	1935	0.62
All Groups	1104	710	0.64	2204	1366	0.62	3308	2076	0.63

TCSUC - Institutional Research
April 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination
Sample Group

Average Earned S.E.U. By Course Discipline Area And Year

		Passed		Failed		Total	
		Avg.	N	Avg.	N	Avg.	N
English							
	1973/74	2.1	205	3.2	424	2.8	629
	1974/75	2.3	154	1.7	344	1.9	498
Writing Relevant							
	1973/74	11.0	205	10.9	424	10.9	629
	1974/75	10.4	154	10.8	344	10.7	498
Other							
	1973/74	14.2	205	13.3	424	13.6	629
	1974/75	15.4	154	13.5	344	14.1	498
Total							
	1973/74	27.2	205	27.4	424	27.4	629
	1974/75	28.2	154	26.0	344	26.7	498

TCSUC - Institutional Research
June 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination
Sample Group

Average Earned S.E.U. By Enrolled Campus And Year

	1973/74		1974/75	
	Avg.	N	Avg.	N
Bakersfield	30.1	33	25.5	29
Chico	29.1	42	30.2	34
Dominguez Hills	27.4	31	25.7	26
Fresno	26.4	30	27.4	26
Fullerton	25.9	37	22.7	30
Hayward	26.9	35	27.7	27
Humboldt	27.8	29	28.9	23
Long Beach	23.8	36	26.3	28
Los Angeles	27.7	34	24.8	30
Northridge	27.4	36	25.4	30
Pomona	26.7	36	31.8	30
Sacramento	28.1	31	26.7	27
San Bernardino	30.4	30	29.6	19
San Diego	25.7	33	24.1	25
San Francisco	27.2	33	25.7	25
San Jose	27.4	27	27.8	23
San Luis Obispo	28.3	32	28.0	28
Sonoma	29.8	33	24.7	19
Stanislaus	23.8	31	23.8	19
All Campuses	27.4	629	26.7	498

TCSUC - Institutional Research
June 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Enrolled EEE Participants - Fall 1975
Term Units Attempted (Fall 1975) By Campus

Campus	Number	Lower Mean	Lower S.D.	Upper Mean	Upper S.D.	Graduate Mean	Graduate S.D.	Total Mean	Total S.D.
Bakersfield	28	6.25	5.09	9.11	6.03	-	-	15.36	3.38
Chico	132	5.45	4.15	9.41	5.10	-	-	14.86	2.56
Dominguez Hills	20	5.05	4.87	8.30	5.26	-	-	13.35	5.00
Fresno	62	5.56	4.23	9.03	5.11	-	-	14.60	2.47
Fullerton	203	7.02	4.35	6.74	4.60	-	-	13.76	3.27
Hayward	67	5.93	4.69	7.78	5.57	-	-	13.70	3.02
Humboldt	137	8.75	4.30	6.33	4.65	0.05	0.43	15.13	3.25
Long Beach	142	6.28	4.02	7.16	4.63	-	-	13.44	2.98
Los Angeles	43	7.07	4.28	5.47	5.85	-	-	12.54	2.90
Northridge	172	6.31	3.97	6.89	4.78	-	-	13.22	3.30
Pomona	134	8.19	4.97	6.88	4.87	-	-	15.08	3.20
Sacramento	98	5.76	4.59	8.14	5.16	0.12	1.21	14.02	3.05
San Bernardino	14	6.00	5.10	7.07	4.48	1.78	3.72	14.86	2.85
San Diego	219	6.97	4.53	6.91	4.96	0.14	0.20	13.90	3.32
San Francisco	129	4.74	3.76	8.91	4.51	0.02	0.22	13.67	3.02
San Jose	198	5.80	4.49	8.10	4.88	0.02	0.26	13.90	3.05
San Luis Obispo	226	8.01	4.54	7.39	4.90	-	-	15.40	2.67
Sonoma	38	5.42	4.16	8.84	5.16	-	-	14.26	3.64
Stanislaus	14	4.50	4.03	7.36	3.95	-	-	11.8[illegible]	2.71
All Campuses	2076	6.63	4.50	7.52	4.95	0.03	0.45	14.17	3.17

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

Fall 1973 Enrolled English Equivalency Examination Participants
Distribution of Fall 1973 Major By 1975 Major

Fall 1973 \ Fall 1975	Agri.	Arch.	Area Stds.	Bio. Sci.	Busi-ness	Comms.	Comp. Sci.	Educ.	Engr.	Fine Arts	For. Langs.	Health	Home Econ.	Let-ters	Math.	Phys. Sci.	Psych.	Pub. Aff.	Soc. Sci.	Inter-Disc.	Undec.	Fall 1973 All Majors
Agri.	67	0	0	5	1	0	0	2	0	0	0	0	0	1	0	0	0	1	1	0	0	78
Arch.	3	17	0	1	0	1	0	1	2	0	0	0	0	0	1	0	0	0	0	0	0	26
Area Stds.	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2
Bio. Sci.	4	0	0	148	9	4	1	5	1	4	2	6	1	2	1	6	6	2	10	6	2	220
Business	3	0	0	1	154	6	1	1	1	5	1	1	2	1	0	2	2	3	8	1	1	194
Comms.	0	0	0	0	3	60	0	1	1	0	0	0	0	2	0	2	2	0	4	0	1	76
Comp. Sci.	0	0	0	0	0	1	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Educ.	0	0	0	0	3	1	0	43	0	1	0	5	3	3	0	1	3	3	2	5	2	75
Engr.	1	4	0	0	4	0	0	1	83	0	0	0	0	0	0	0	0	0	2	0	0	95
Fine Arts	0	0	0	1	1	2	0	3	0	110	1	0	0	4	1	1	1	4	1	5	5	140
For. Langs.	0	0	0	1	1	0	0	0	0	0	14	0	0	2	0	1	0	0	1	1	0	21
Health	0	0	0	4	2	2	0	1	0	1	1	64	3	1	0	0	2	4	0	2	5	92
Home Econ.	0	0	0	0	2	1	0	2	0	1	0	1	32	0	0	1	0	1	1	0	1	43
Letters	1	0	0	1	3	5	0	6	0	9	4	2	1	44	0	1	2	1	3	13	1	97
Math.	0	1	0	2	14	0	1	0	1	1	0	1	1	1	28	1	1	0	1	1	4	59
Phys. Sci.	1	0	0	3	4	1	1	3	3	0	0	2	0	0	3	44	2	0	1	0	1	69
Psych.	0	0	0	3	3	0	0	2	0	3	0	2	1	4	0	0	37	5	4	3	3	70
Pub. Aff.	0	0	0	0	1	0	0	2	0	0	1	1	0	1	0	0	0	23	1	0	0	30
Soc. Sci.	2	1	1	1	18	10	0	3	2	2	0	1	1	2	1	2	3	5	98	7	4	164
Interdisc.	0	0	0	0	2	1	0	0	2	1	0	0	0	1	0	0	0	2	5	33	1	48
Undec.	6	1	3	21	57	14	5	15	6	21	3	17	9	21	6	9	15	17	37	26	157	466
Fall 1975 All Majors	88	24	5	192	282	109	19	91	102	159	27	103	54	90	41	71	76	71	180	104	188	2,076

TCSUC - Institutional Research
April 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination
Sample Group

Average Earned S.E.U. By Enrolled Major And Year

	1973/74 Avg.	N	1974/75 Avg.	N
Agriculture	25.0	9	31.2	7
Architecture	32.5	6	25.9	6
Area Studies	0.0	0	0.0	0
Bio. Sciences	26.5	66	25.8	51
Business	28.3	62	27.6	53
Communications	25.2	14	27.6	11
Comp. Sciences	31.3	3	29.1	3
Education	28.3	17	29.6	16
Engineering	27.9	22	26.7	19
Fine Arts	26.9	41	25.6	34
Foreign Langs.	30.9	9	31.0	8
Health	26.1	30	28.3	24
Home Econ.	25.2	7	27.0	7
Letters	27.0	43	27.0	32
Mathematics	28.6	17	27.0	14
Phys. Sciences	28.4	23	28.7	18
Psychology	27.5	20	25.8	11
Public Affairs	28.7	7	28.6	6
Social Sciences	25.4	41	24.0	29
Interdisc.	29.0	20	26.8	16
Undeclared	27.5	172	26.0	133
All Majors	27.4	629	26.7	498

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination
Sample Group

Average G.P.A. By Course Discipline Area and Year

	Passed		Failed		Total	
	Avg.	N	Avg.	N	Avg.	N
English						
1973-74	3.0	85	2.9	319	2.9	404
1974-75	3.1	59	2.8	132	2.9	191
Writing Relevant						
1973-74	3.1	199	2.8	411	2.9	610
1974-75	3.1	139	2.9	326	2.9	465
Other						
1973-74	3.1	196	2.7	407	2.8	603
1974-75	3.2	147	2.8	323	2.9	470
Total						
1973-74	3.1	204	2.8	425	2.9	629
1974-75	3.2	151	2.8	341	2.9	492

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination
Sample Group

Average G.P.A. By Enrolled Campus And Year

	1973-74		1974-75	
	Avg.	N	Avg.	N
Bakersfield	3.2	33	3.0	29
Chico	2.8	42	2.9	34
Dominguez Hills	3.1	32	3.3	26
Fresno	2.9	30	3.3	26
Fullerton	2.9	37	3.1	30
Hayward	2.8	35	2.8	27
Humboldt	2.9	29	2.7	22
Long Beach	2.9	37	3.0	28
Los Angeles	2.7	35	2.9	30
Northridge	2.9	36	3.1	29
Pomona	2.7	35	2.8	30
Sacramento	2.7	31	2.8	26
San Bernardino	2.9	30	3.1	20
San Diego	2.7	32	2.7	23
San Francisco	3.0	33	2.8	24
San Jose	2.9	27	2.8	23
San Luis Obispo	2.7	32	2.9	28
Sonoma	3.0	32	2.8	18
Stanislaus	3.2	31	3.2	19
All	2.9	629	2.9	492

TCSUC - Institutional Research
June 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination
Sample Group

Average G.P.A. By Enrolled Major And Year

	1973-74		1974-75	
	Avg.	N	Avg.	N
Agriculture	2.5	9	3.1	7
Architecture	2.5	6	2.8	6
Area Studies	-	0	-	0
Bio. Sciences	2.8	65	2.9	51
Business	2.9	62	2.9	52
Communications	2.8	13	2.8	10
Comp. Sciences	3.0	3	3.4	3
Education	3.0	17	3.0	16
Engineering	2.4	23	2.7	19
Fine Arts	2.8	42	3.0	34
Foreign Languages	3.1	9	2.9	9
Health	2.8	30	2.9	24
Home Economics	2.4	7	2.7	7
Letters	3.0	43	3.0	32
Mathematics	3.0	17	3.1	14
Physical Sciences	3.0	23	2.9	18
Psychology	3.1	20	3.2	10
Public Affairs	3.0	7	2.8	6
Social Sciences	2.8	41	2.9	27
Interdisciplinary	3.1	20	3.1	16
Undeclared	2.9	172	2.9	131
All Majors	2.9	629	2.9	492

TCSUC - Institutional Research
June 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination : 1973-75

Correlation Comparison

		1973	1974	1975
Question 1	: Question 2	.3681	.3381	.3717
Question 1	: Essay Total	.8253	.7790	.8247
Question 1	: Essay Converted	.8214	.7807	.8199
Question 1	: Objective	.3923	.3683	.3908
Question 1	: Composite	.6944	.6579	.6926
Question 2	: Essay Total	.8253	.8488	.8308
Question 2	: Essay Converted	.8204	.8408	.8303
Question 2	: Objective	.4096	.4905	.4461
Question 2	: Composite	.7068	.7628	.7315
Essay Total	: Essay Converted	.9946	.9956	.9955
Essay Total	: Objective	.4816	.5274	.5051
Essay Total	: Composite	.8472	.8732	.8592
Essay Converted	: Objective	.4777	.5225	.5037
Essay Converted	: Composite	.8429	.8750	.8610
Objective	: Composite	.8642	.8598	.8638
	N =	~4070	~3600	~3300

TCSUC - Institutional Research
September 1975

5°

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination : 1973-75

Z Scores of Differences of Correlations

		1973-74 Z	1974-75 Z	1973-75 Z
Question 1	: Question 2	1.5**	1.5**	N.S.*
Question 1	: Essay Total	5.6	5.3	N.S.*
Question 1	: Essay Converted	4.9	4.7	N.S.*
Question 1	: Objective	1.1**	1.0**	N.S.*
Question 1	: Composite	3.2	1.1**	N.S.*
Question 2	: Essay Total	3.7	2.8	0.7**
Question 2	: Essay Converted	2.8	1.4**	1.3**
Question 2	: Objective	4.4	2.4	1.8**
Question 2	: Composite	5.7	3.4	2.2
Essay Total	: Essay Converted	N.S.*	N.S.*	N.S.*
Essay Total	: Objective	2.6	1.1**	1.4**
Essay Total	: Composite	5.1	2.5	2.4
Essay Converted	: Objective	2.9	0.8**	1.7**
Essay Converted	: Composite	5.1	2.5	2.4
Objective	: Composite	0.9**	0.8**	N.S.*

1973-74 Variance = 0.0005324
1974-75 Variance = 0.0005808
1973-75 Variance = 0.0005487

*The Z scores for the correlations in these cases are so small as to be obviously non-significant.

**Not significant at the .05 level.

TCSUC - Institutional Research
September 1975

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination Sample Group

Intercorrelations of Various Student Measures

	College GPA	High School GPA	SAT Verbal	SAT Math	SAT Total	Converted Essay	Objective Score	Total Score
College GPA		0.42	0.25	0.20	0.26	0.27	0.28	0.32
High School GPA			0.23	0.21	0.25	0.31	0.25	0.33
SAT Verbal				0.47	0.85	0.41	0.77	0.70
SAT Math					0.86	0.16	0.36	0.31
SAT Total						0.33	0.65	0.59
Converted Essay							0.48	0.85
Objective Score								0.87

TCSUC - Institutional Research
April 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination Sample Group
Class Level Progress as of Fall 1975 by Test Result

	Passed		Failed		Total	
	N	Percent of Passed	N	Percent of Failed	N	Percent of Total
Freshman	0	0.0	4	0.9	4	0.6
Sophomore	31	15.1	147	34.2	178	28.0
Junior	83	40.4	114	26.5	197	31.0
Senior	14	6.8	3	0.7	17	2.7
Graduate	2	1.0	0	0.0	2	0.3
Number Not Enrolled as of Fall 1975	75	36.6	162	37.7	237	37.3
Number in Sample	205	100.0	430	100.0	635	100.0

	Passed		Failed		Total	
	N	Percent of Enrolled Passed	N	Percent of Enrolled Failed	N	Percent of Enrolled Total
Freshman	0	0.0	4	1.5	4	1.0
Sophomore	31	23.8	147	54.9	178	44.7
Junior	83	63.8	114	42.5	197	49.5
Senior	14	10.8	3	1.1	17	4.3
Graduate	2	1.5	0	0.0	2	0.5
Number Enrolled as of Fall 1975	130	100.0	268	100.0	398	100.0

69

TCSUC - Institutional Research
April 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination Sample Group

Summary of Significant Academic Performance Indicators By EEE Result*

	Passed		Failed		Total	
	N	Percent of Passed	N	Percent of Failed	N	Percent of Total
Number in Sample	205	100.0	430	100.0	635	100.0
"Honors at Entrance"	12	5.9	8	1.9	20	3.1
Dean's List	57	27.8	87	20.2	144	22.7
Probation	11	5.4	79	18.4	90	14.2
Disqualification	2	1.0	4	0.9	6	0.9

*Figures are based on 2 campuses reporting honors at entrance data, 17 reporting probation data, and 9 reporting dean's list data.

TCSUC - Instutional Research
April 1976

Appendix A

ENGLISH EQUIVALENCY EXAMINATION 1975-76

Budget Summary

Start-Up Costs:	
Personal Services	$14,413
Operating Expenses	12,912
TOTAL	$27,325

Note: The above includes administrative time, secretarial and student assistant help, printing (brochure and essay test questions), mailing, travel (including that of various faculty committees), and the 19 campus record search for follow-up.

Reading Costs:	
Readers and Professional Team	$16,600
Aides	1,865
Operating Costs	8,973
TOTAL	$27,438

Note: The above operating expenses include transportation and per diem.

Follow-Up Costs:	
Summer administration and Preparation of Final Report	$5,853
Summer Clerical Assistance	525
Summer Operating Expenses	250
TOTAL	6,628

Assistance underwritten by The California State University and College campuses of Northridge, Pomona, San Bernardino; and by the Office of the Chancellor

Office Space, Northridge and San Bernardino
Telephone Usage, Northridge
Computer Time, Pomona
Key Punch Operator, Pomona
Statistician, Pomona
Development of Follow-Up Study, Chancellor's Office
Computer Time for Follow-Up Study, Chancellor's Office

Organizational and Personnel Chart

JUNE ESSAY READING

1976

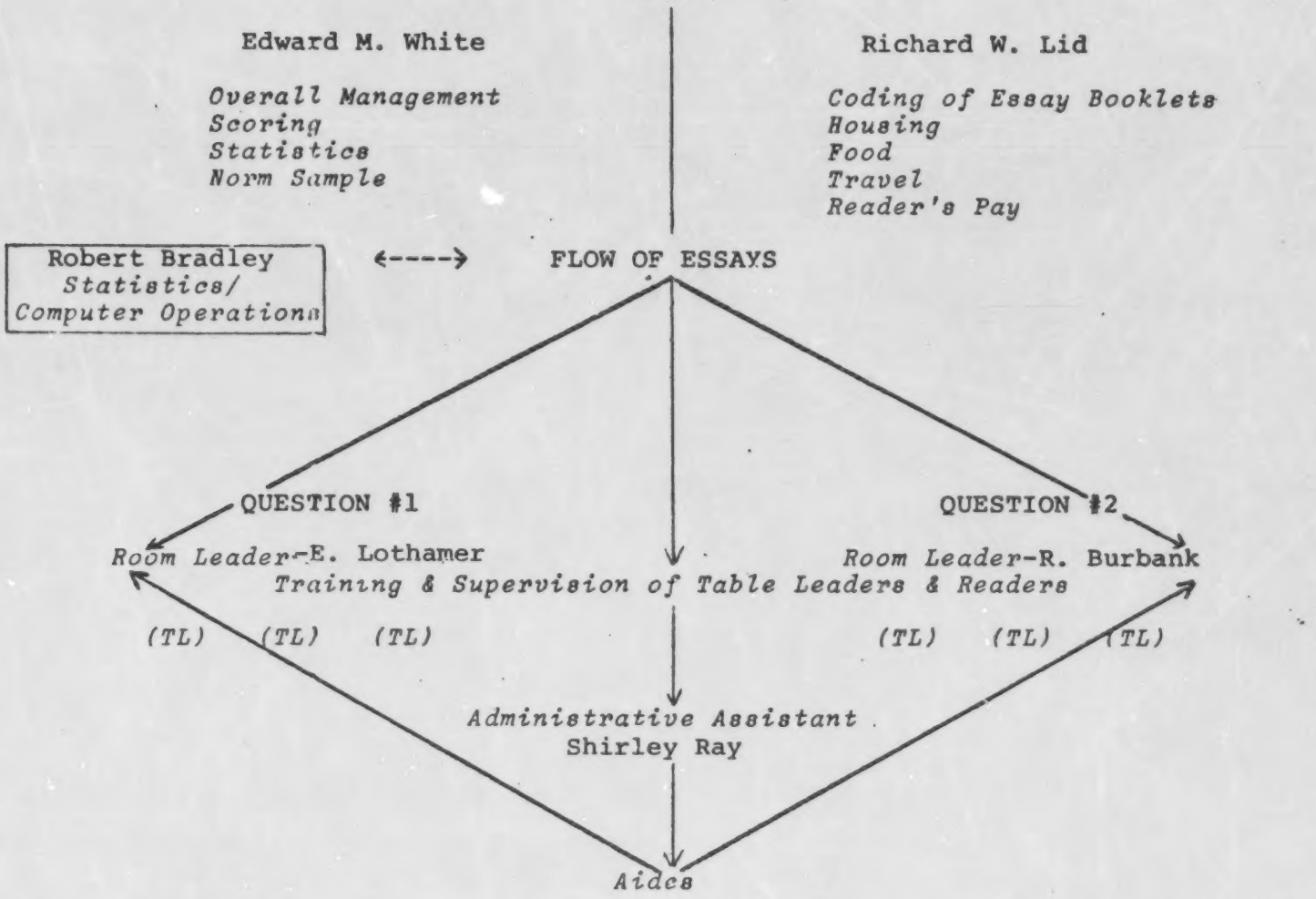


Table Leaders (TL)
Richard Suter
Edward Cairns
Robert Hodgman

Table Leaders (TL)
Lennis Dunlap
Thomas Nelson
Larry Kramer

Organizational and Personnel Chart

ENGLISH EQUIVALENCY EXAMINATION

Edward M. White — *Richard W. Lid*

Internal Relations
- English Council
- Campus' of CSU & C
  - System
- Chancellor's Office
- Statewide Academic Senate

External Relations
- Professional Relations
  - Calif. Assoc. of Teachers of English
  - Conf. on College Comp. & Communication
  - College Entrance Examination Board
  - Departmental Workshops
  - Educational Testing Service
  - National Council of Teachers of English
  - Modern Language Association
- Public Relations
  - High Schools
  - Junior Colleges
  - Media
  - Students
  - University of California & other
    - Colleges & Universities

Statistical Analysis
- Co-ordinates with Robert Bradley,
  - Project Statistician

Test Follow-Up
- Co-ordinates with
  - Dean Leon L. Thomas,
  - Institutional Research,
  - Chancellor's Office

Overall Test Review

Overall Essay Test
Production & Scoring
(see next page)

Budget
- Planning
- Travel
- Contracts
- Budget Control

Brochure Production
- Copy Preparation
- Printing
- Distribution

Arrangements for Essay Reading
- Kellogg-West
  - Housing
  - Food
  - Reader's pay
  - Travel

TABLE CHART/READER ROSTER
June Essay Reading 1976

Question #1

Dr. Eileen Lothamer
Question Leader

Table #1
Richard Suter
CSPU, Pomona
David Andersen
CSU, Northridge
Clark Brown
CSU, Chico
J.S. Bullen
CSU, Sonoma
Jill Cohn
CSC, Bakersfield
John White
CSU, Fullerton

Table #2
Edward Cairns
CSU, San Luis Obispo
Robert Burroughs
CSU, Humboldt
E.J. Murphy
CSU, Hayward
Keith Neilson
CSU, Fullerton
Elaine Osio
CSU, Los Angeles

Table #3
Robert Hodgman
CSU, Los Angeles
Stanley Cook
CSPU, Pomona
Donald Keesey
CSU, San Jose
Clifford Josephson
CSU, San Francisco
Jack McDermott
CSU, Fresno
Agnes Yamada
CSC, Dominguez Hills

Question #2

Dr. Rex Burbank
Question Leader

Table #4
Lennis Dunlap
CSU, Chico
Elizabeth Chater
CSU, San Diego
Michael Holland
CSU, Fullerton
Robert McDonnell
CSU, San Luis Obispo
David Rankin
CSU, Dominguez Hills
Scott Rice
CSU, San Jose

Table #5
Thomas Nelson
CSU, San Diego
Jack Conner
CSU, Hayward
Kathryn Holwein
CSU, Sacramento
Donald Kausch
CSU, Fresno
Jack Williams
CSU, Stanislaus
Robert Wylder
CSU, Long Beach

Table #6
Larry Kramer
CSC, San Bernardino
Jeanne Elliott
CSU, San Jose
Arthur Lane
CSU, Northridge
Glen Sandstrom
CSU, San Diego
Marilyn Sutton
CSC, Dominguez Hills

APPENDIX C

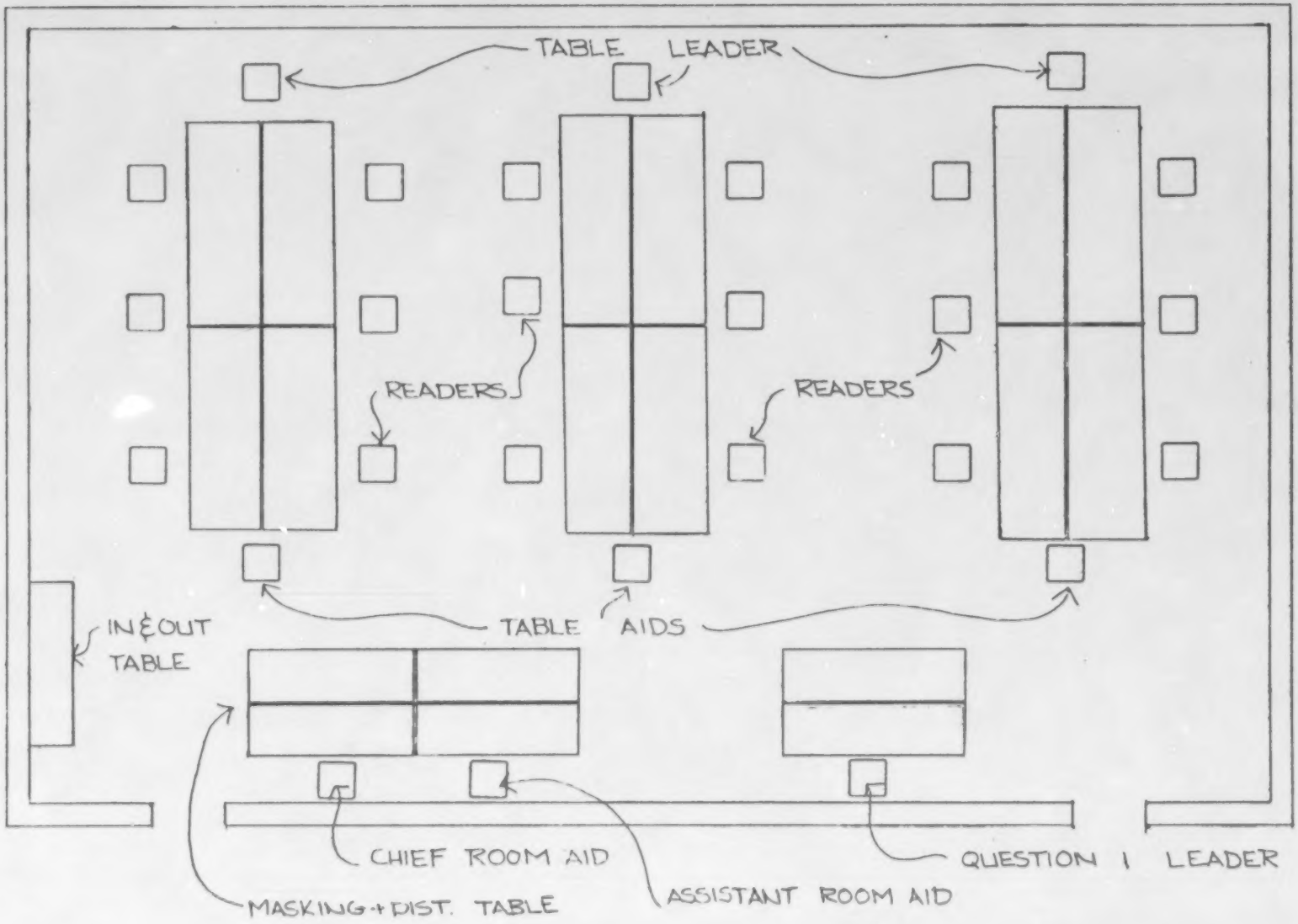
THE WORKING OF A CONTROLLED ESSAY READING

The following detailed summary of the working of a controlled essay reading has been prepared at the request of the many English departments and colleges who have begun to use controlled essay readings for their own purposes (staff final examinations, placement or proficiency testing, self-study or research, etc.). The summary has been put together by Jan Green and Gae Goodrich, who were appointed in 1973 at the recommendation of the English department, Cal Poly, Pomona. Each year since, Jan and Gae have returned to work with and help refine the essay reading of the English Equivalency Examination.

A. Supplying Books. Table Aides supply their tables with unread essay books. Each reader is given a batch of 30 books. Each batch is counted before being assigned to a reader and recounted when it is received back from a reader. As each booklet is read, the reader should lay it face up, not face down, thereby changing the order of the books within a batch automatically for the next reader. (The score of an essay is sometimes affected by the quality of the essay just read and this method will insure that no two essays will be read in the same order).

B. Count and Signoff. Finished batches are counted by the Table Aide at his/her seat at the top of the table. Often a booklet or more will be missing due to sampling of the table leader or question leader. These incomplete batches are held by the table aide until all the tests are returned to him/her. A watchful eye will keep track of missing tests. When a batch is read, counted, and ready to be returned to the control table, the aide signs off his/her name and the count on the batch sheet on top of each batch. This process aids in the location of any missing test.

C. Tally Sheets. Table aides are responsible for the accurate tally of each reader's daily readings and the total readings for the entire table. (See Table C-2). Special attention should be paid to the recording of "partial batches", which are batches begun in one session and finished in another. For example, of Batch 8, 5 booklets were read in the morning and recorded on the morning tally as 8/5. The remaining 25 booklets were read in the afternoon session and would occur on the afternoon tally as 8/25.



QUESTION 1 ROOM LAYOUT

Table C-1

Sample

Table C-2

ENGLISH EQUIVALENCY TEST ESSAY READING

TA

4 5 6 7

AIDE_____

DATE_____

READERS' NAME	READER NUMBER	MORNING TALLY RECORDS	AM TOTAL	AFTERNOON TALLY RECORDS	PM TOTAL	DAILY TOTAL
TABLE LEADER	10	BATCH # #5 / # Read 5	5	#8 / 25	25	30
Readers	11	04/11 05/30 74/30 89/30	101	47/29 62/30 21/30 96/8	96	197
"	12	45/16 71/30 54/30 13/11	81	11/20 64/30 42/4	54	135
"	13	62/16 73/30 06/22	68	12/26 63/30 85/29	85	153
"	14	54/9 01/30 02/30 95/21	90	02/20 14/30 07/30	80	170
"	15	66/30 94/6	36	45/16 75/30 55/30	76	112
			381		416	797
			This total	+	This total =	THIS TOTAL

SATURDAY, JUNE 12 ESSAY_____
SUNDAY, JUNE 13 ESSAY_____
MONDAY, JUNE 14 ESSAY_____
TUESDAY, JUNE 15 ESSAY_____
WEDNESDAY, JUNE 16 ESSAY_____

AM TABLE TOTAL_____
PM TABLE TOTAL_____
DAILY TOTAL _____

80

CUMULATIVE TOTAL THIS TABLE THIS ESSAY_____

INDIVIDUAL READER TOTALS
1. Total twice in opposite directions
2. Have your total verified by another aide

MORNING AND AFTERNOON TABLE TOTALS
1. Total twice in opposite directions
2. Double-check by adding individual readers' totals for day

81

D. Atmosphere and Tone. An important part of the Table Aide's job is the smooth conduct of the table in a quiet, pleasant atmosphere. This is best accomplished if the Table Aid is able to establish a rapport with his/her readers and Table Leader. Table Aides should introduce themselves to all their readers, find out any special needs of their readers, and generally make themselves completely accessible to all the members of their team.

II. Chief Room Aide (CRA)

A. The CRA is responsible for the well being of the entire question room. She serves as liaison between the Question Leader and the aides, supervises the assignment of batches for her question, supervises masking procedure, recounts and reassigns each batch (thereby regulating the circulation of batches), keeps a Distribution Tally of all batches, and supervises all aides and assistants. Most important of the CRA's duties is the determination of circulation priorities through-out the reading.

Liaison for Question Leader. The CRA is the chief assistant to the Question Leader and as such will perform any duties asked of her by the Question Leader. These may include making copies for samples throughout the reading, and delivering messages to and from the question room to the control room.

B. Assignment of Batches: The CRA is responsible for the assignment of batches from the control room to the question room. Approximately one-half of the total batches are distributed to each question room in increments of 5 to 15 and are recorded on the chalk board as they are removed from the control room. Each batch is in turn assigned to each table within the question room. Tables 1, 2, 3, are in Question room 1; Tables 4, 5, and 6 are in Question room 2. All of the readers at Table 1 are assigned numbers beginning with numeral 1, i.e., 11, 12, 13. The Table Leader is always the increment of ten, i.e., 10 at Table 1. As each batch is returned to the control table, the CRA supervises the masking of the scores, checks the signoff sheet for accuracy and reassigns the batch to the table other than one from which it came, thereby avoiding a batch being read by the same reader. Thus, batch 1 read by reader 23 would be circulated to Tables 1 or 3, but never back to Table 2.

C. Distribution Tally: (See Table C-3). This tally provides the CRA with enough information to predict reading progress, check location of each batch, and regulate the flow of batches from one question room to another.

FROM NEXT ROOM

ITCH #	1ST READING TABLE #	2ND READING TABLE #	TO NEXT ROOM ✓	DONE 4th ✓
1	3	1✓		✓
2	→	1✓		✓
3	→ 2✓	3✓		✓
4	1	3✓		✓
5	→ 2	1✓		✓
6	→ 3	1✓		✓
7	→ 1	2✓		✓
8	2	3✓		✓
9	2	2✓		✓
10	→ 2	3✓		✓
11	→ 2	2✓		✓
12	→ 3	2✓		✓
13	→ 1	3✓		✓
14	→ 2	3✓		✓
15	1	3✓	→	✓
16		2✓	→	✓
17	1	2✓	→	✓
18		2✓	→	✓
19		2✓	→	✓
20		1✓	→	✓
21		2✓	→	✓
22		2✓	→	✓
23		2✓	→	✓
24		1✓	→	✓
25		1✓	→	✓

Table C-3

BATCH #	1ST READING TABLE #	2ND READING TABLE #	3RD NEXT ROOM ✓	DONE 4th ✓
26	2	2✓	→	✓
27	2	2✓	→	✓
28	2	2✓	→	✓
29	1	1✓	→	✓
30	2	2✓	→	✓
31	3	2✓	→	✓
32	2	1✓	→	✓
33	→ 1	3✓		✓
34	→ 1	2✓		✓
35	→ 1	2✓		✓
36	→ 1✓	3✓		
37	→ 1	2✓		
38	→ 2	3✓		✓
39	→ 1✓	3✓		✓
40	→ 1✓	2✓		
41	→ 1	3✓		✓
42	→ 2	2✓		✓
43	1	3✓	→	
44	1	2✓	→	✓
45	1	1✓	→	✓
46	1	2✓	→	✓
47	1	2✓	→	✓
48	2	2✓	→	✓
49	1	2✓	→	
50	2	1✓	→	

D. Supervision of Aides and Assistant. The CRA is provided with one assistant for the room and one aide per table. Any training, or change of routine is communicated to the aides and assistant by the CRA. She is also responsible for checking the aides' time sheets, for accuracy on Tally Sheets after each session, and for any special problems that may occur during the reading. The assistant to the CRA should know the plan of the rooms, copy machine, and control room so that any supplies can be located immediately. The assistant is also responsible for the conduct of the question room whenever the CRA is outside and therefore should be aware of circulation procedure and understand the distribution sheet.

E. Circulation Priorities. A careful, informed regulation of batch circulation will insure a smooth, comfortable reading and a reading completed within time limits, during which each reader is kept reading until the last moment. There are four stages to this process and each stage attains a different goal.

1. Sample Batches. The first 21 batches (500 books) read are needed by statisticians for an equating sample. These batches have first priority in readings and are quickly processed from one question room to the other, thereby attaining the goal of four complete readings by the morning or afternoon of the second day of the reading.

2. First Readings. The remaining batches are all read through once.

3. Second Readings. Now the emphasis is put on processing all the first read batches through their second reading, at which time they are gradually transferred to the other question room.

4. Third Readings. As batches are received from one room to the other, the CRA notes the transition, and begins to circulate the batches to the readers for their third reading. All third readings should be completed by the fourth day of the reading, thereby insuring that only fourth readings are read on the last morning. During this stage, some fourth readings are finished and moved into the control room.

5. Fourth Readings. The last reading for approximately one third of the batches should be begun if not finished by the afternoon of the fourth day of reading, so that by the last morning (the fifth day) no more than about as many batches as readers remain left for their fourth reading.

III. Special Problems

A. How to find a lost booklet. Because of the many checks and balances of this system, a lost booklet should not be difficult to find. However, it is helpful to know where to look first before panic sets in. The following places are the first to check:

1. If the book is reported missing by the Table Aide, first check the reader's next batch read, and batches of nearby readers from the same period as the lost book's batch.

2. Check with the Table Leader as he might have taken a single exam booklet out for sampling on his own or he may have in turn taken the exam to the Question Leader, or to another Table Leader.

3. If the book is reported missing when counted at the control table, after leaving a table or maybe even after being read at two tables, a check on the tally sheet should tell the CRA what other batches were at the table during the reading of the missing exam and therefore likely to harbor the missing test. This check can even go back into readings performed in another question room and any number of batches that may have an extra test.

4. Of course, many tests are taken out of the room for copies throughout the reading, and the missing test booklet could be found in the copy machine. Or, similarly the booklet might be in the control room because of special consideration.

5. If there is still no sign of the missing booklet, after all of the above checks are made, check again, because so far a test has not eluded all of these checks. Note: the readers should be bothered only after all other checks have been tried and retried.

B. How to split batches and when. As the reading is drawing to a close on the last day, all available batches are assigned to tables for their last reading. As a reader finishes his last batch, the batch of his closest neighbor reader can be split in order to keep all readers reading until the last booklet of the last batch is finished. It is important to keep these factors in mind:

1. Each reader should always use his own reader number regardless of which reader originally received the batch. This insures accuracy at all levels, especially in discrepancy reading.

2. Readers should be cognizant of the need to keep the

booklets together from the same batch and should cooperate with the Table Aides.

3. The final count of split batches should be carefully watched as it is just such a batch that is most vulnerable to missing or misplaced booklets. The batch sheet should note the numbers of the readers who shared a batch, but it is not necessary to attribute each and every test to individual readers on the aides tally sheet. The original reader should be credited with 30 booklets.

FRESHMAN ENGLISH EQUIVALENCY EXAMINATION

California State University and Colleges

Dr. Edward White
English Test Center
Department of English
California State College, San Bernardino
San Bernardino, CA. 92407

Dr. Richard W. Lid
English Department
California State University, Northridge
Northridge, CA. 91324

July 8, 1976

To: Lennis Dunlap, Chairman, English, CSU, Chico
John Clendenning, Chairman, English, CSU, Northridge

From: Edward M. White, Director
Robert Bradley, Chief Statistician

Subject: 1976 English Equivalency Examination Norm Samples

We are attempting to understand some confusing data gathered in the 1976 norm samples of the English Equivalency Examination. This year there was a substantial difference between the performance levels of our two largest norm samples, the Northridge one-semester and Chico two-semester groups. Because the performance of the norm sample does have some influence on the determination of the essay passing score, and also has potentially significant implications regarding the validity of grading standards in freshman English courses, we feel that it is important to evaluate carefully some of the major factors which may influence norm sample performance. Our fundamental problem is that of determining which of the two norm samples is more representative of CSUC students who have completed a freshman composition course. The average score of the 259 students in the Northridge sample was 13.40, while that of the 114 students in the Chico two-semester sample was only 11.84. You can note from the enclosed tables that at every grade level the Northridge students scored somewhat higher than the Chico students.

Could you help us investigate some potential reasons for these differences? If we can isolate some of the factors with a fair degree of certainty, we should be able to determine not only which is the more representative group but also make some refinements in our norm sample data-gathering procedures. Some of the factors which may have contributed to the differences between the two groups are listed below. You may be able to think of other reasons--if so, please note them in your response and also indicate how these factors may have influenced the norm sample performance at your school. Some potential reasons for the difference between the Northridge and Chico samples are:

1. Average SAT and ACT scores may be somewhat higher at Northridge than at Chico. Because academic aptitude is related to writing ability, the difference in mean essay scores may primarily reflect a difference in the average aptitude levels of the two samples. This issue will be taken up with the Test Officers at the two institutions, but we invite

California State College, San Bernardino: (714) 887-7493 ■ California State University, Northridge: (213) 885-3431

your thoughts on the matter. Or, perhaps the academic ability of the two norm groups turned out to be markedly different, even if the university averages are about the same.

2. The manner in which the essay questions were presented to English classes at Northridge may have elicited higher motivation than at Chico. If, in general, there was greater incentive to perform well at Northridge, we would expect the essay scores to be higher. It would be helpful to know a) how each participating professor explained the project to his class; b) what, if any, inducements to perform well were proffered to the class. Was each professor directed to use a standard approach, or was there a good deal of improvisation? Each professor's subjective impressions about the general attitudinal response of his class to the project could also be illuminating.

3. English composition classes at Northridge may stress those writing skills that appear on the EEE more intensively than do composition classes at Chico. Are there departmental guidelines concerning the degree of emphasis on expository writing in introductory composition courses at your school? What is the general focus of the first semester at Northridge? What is emphasized in both the first and second semesters at Chico? If individual professors have considerable latitude, is it possible that a higher proportion of the Northridge faculty opted to focus on expository writing skills? If you could attempt to answer these general questions, and briefly query each participating professor about his or her degree of emphasis on the type of writing skills elicited by the essay questions, we will be grateful.

It would also be very helpful to know if any of the professors graded the norms essays themselves and used the results as part of the final course grade. If so, we need to know how much weight was given to the essays in the final course grade. This issue does not bear upon the performance difference between the two samples, but it does very much affect the validity figures; that is, the correlation between the essay scores assigned by the project readers and the course grade assigned in class. A list of any professors who used the essays to contribute to the course grade, with the weights, would be extremely valuable to us.

This seems to be a very lengthy and detailed request, and perhaps it would help to arrange the information we need on a rough scale of priority. The feedback needed from each participating professor includes the following:

1. How was the project explained to the students?
2. What statements were made or inducements offered to secure the student's best efforts?
3. How much emphasis during the semester was given to the kind of composition called for by the essay questions?
4. To what, if any, degree was the final course grade based on the essay performance?
5. In general, how do you feel your class responded to the

assignment? Seriously, with enthusiasm? Cooperatively, with interest? Compliantly, but without visible interest? Reluctantly, with some resistance?

If it isn't feasible to obtain this information for each participant, your best estimate of the trend in regard to these issues will be very useful. If you wish, please elaborate on any of the factors discussed above, and note any others you may feel are pertinent. Your efforts to help us resolve some of these questions will help us make sense of these perplexing data. We'll keep you posted concerning the results and possible interpretations.

cc: Richard W. Lid

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

3801 West Temple Avenue *Pomona, California 91768*

July 13, 1976

Ed,

Enclosed is a corrected frequency distribution of the converted essay scores. Our one perfect essay score of 24 converted to 80, and was not processed, because the program was written to process scores only as high as 79. You might want to add this sheet to the xeroxed copies of the statistical data I sent you several days ago.

This morning I called the Test Officers at Chico and Northridge, and I was shot out of the saddle on my hypothesis of a substantial difference between the aptitude levels of freshmen at the two schools. The facts:

		Mean		Mean
CHICO	SAT V	436	SAT M	469
NORTHRIDGE	"	439	"	475

Well, maybe our letter will unearth something.

Speculatively,

Bob

Bob

State of California

Memorandum

To : Edward M. White, Director
Freshman English Equivalency Examination

Date: July 15, 1976

From : John Clendenning, Chairman
Department of English
California State University, Northridge
Northridge, California ~~XXXXX~~ 91330

Subject: 1976 English Equivalency Examination Norm Samples

Attached you will find answers to the five questions raised in your memo dated July 8, 1976. These answers were prepared by Professor Richard C. Blakeslee, Director of Freshman Composition at CSUN. Since most of the instructors involved in the Norm Samples were graduate students teaching under Professor Blakeslee's supervision, I feel that he is best qualified to respond to your questions. I hope you find his answers helpful.

I might add that the success of our students may also be explained, at least partly, by the fact that most were taught in a specially supervised program. Each of the ten graduate students were enrolled, concurrently with their assignments to English 155, in a graduate seminar, English 500A and B, Problems of English as an Academic Subject. Throughout 1975/76 they did research in this field, met with each other on a weekly basis to discuss mutual problems, and were carefully supervised by Professor Blakeslee. As a result of this structure, I feel confident that we had more control over the compositional instruction in these sections of English 155 than is usual these days. Perhaps, though of course I don't really know, this could not be said about the students at Chico.

At any rate, I'm enormously pleased that our students did well, and I feel ready to answer those who cynically charge that our program can't be taken seriously "because it's taught by a bunch of lousy TAs."

By the way, tell Lennis that the whole thing comes down to superior coaching.

JC:lc
Attachment

cc: Robert Bradley, Chief Statistician
Richard W. Lid
Richard C. Blakeslee

Memorandum

To : John Clendenning, Chairman
Department of English

Date: July 15, 1976

Richard C. Blakeslee
Director of Freshman Composition
From : California State University, Northridge
Northridge, California 91324

Subject:

Answers to queries on p. 2 plus a general statement:

1. The students were told about the norming procedure and their part in it.

2. They were told to do their best, both as a civic duty and because the test would be read as their final effort in the course.

3. The whole semester centers on expository writing, including writing essays in class.

4. Practice varied. Some used the test to decide doubtful grades. Some rewarded heroic performance. I doubt that it was used to lower a well established grade.

5. Cooperatively, with interest.

The instructors giving the exam at Northridge may be of some significance. They consisted of one part-time instructor with considerable experience, one full-timer (the Director of Composition) with 30-years experience, and ten teaching assistants completing their second semester of college teaching.

RCB:lc

California State University, Chico
Chico, California 95929

Department of English
(916) 895-5124

October 15, 1976

Edward M. White, Director
Freshman English Equivalency Examination
California State College, San Bernardino
San Bernardino, California 91407

Dear Ed:

I have postponed replying to your request for an explanation of how poorly CSUC Chico students performed on the English Equivalency Essay, probably because I have been reluctant to admit, even to myself, that there is no explanation other than a basic weakness in our composition program.

In mid-July I circulated a questionnaire to the instructors in classes which made up our norm sample. The responses are attached. In discussing our students' poor performance with the whole Department, I discovered that several of the instructors involved, particularly the teaching assistants, resented having to administer the test, some saying that they were asked to participate so late in the semester that they had already assured their students that there would be no final examination in the course. I have no doubt that they communicated this resentment to their students. A second "explanation" was that the type of writing required by the test was quite different from that which their students had been doing.

I believe that the poor performance of the CSUC group, although it may give your statistician headaches, has had a good effect on our teaching faculty. We now have instituted workshops for our T.A.'s and have almost convinced the Department faculty to institute a standardized essay examination graded in group session according to EEE procedures.

Sincerely,

Lennis

Lennis C. Dunlap, Jr., Chairman
Department of English

LCD:vs

encs.

The California State University and Colleges

Following is a typical response to the inquiries referred to by Chairman Lennis Dunlap, in his letter of October 15, 1976.

California State University, Chico

Office Memorandum

To: Professor Seaman
Professor Dunlap

Date: July 20, 1976

From: (a member of the Chico English Department)

The questionnaire is essentially asking whether or not the students were adequately prepared for this examination. I had passed on the instructions given by Professors Nordhus and Dunlap on Wednesday, May 12, 1976 and those on the information sheet of May 5, 1976. The students took the examination seriously and intended to do their best. The result, however, was not their best writing.

Given such long and diverse questions which demanded specific answers the students tended to become sidetracked, to leave out part of the answer and to indulge in flight of fancy. The questions were, furthermore, in themselves confusing. Question one with its long description of the state of being depressed actually demanded three points to be made about a cure for depression. Question two required as a point of departure that the students understood Frost's rather subtle point about human relationships and be able to relate them to a simile from a completely different poem. If the students failed to perceive the point the examiner wished them to see, they had no choice but to "bull".

This exam first tested the students ability to understand the tasks set by the examiners and then to write an essay. My students were used to writing on essay subjects which had evolved directly from classroom material and classroom discussion, and their primary concern had been the organization and style of the essay and not coming to grips with the question.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution of Converted Essay Scores
Total Applicant Population

Score	Frequency	Relative Percent	Cumulative Percent
20-24	5	0.2	0.2
25-29	14	0.5	0.7
30-34	106	3.7	4.4
35-39	345	12.0	16.4
40-44	299	10.4	26.8
45-49	777	27.1	53.9
50-54	375	13.1	67.0
55-59	529	18.5	85.5
60-64	292	10.2	95.7
65-69	92	3.2	98.9
70-74	23	0.8	99.7
75-79	8	0.3	100.0
80	1	0.0	100.0
Total	2866*	100.0	

Mean = 49.5 Median = 48

Standard Deviation = 9.1

*19 Applicants Did Not Complete Essay Examination

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution of Objective Scores
Total Applicant Population

Score	Frequency	Relative Percent	Cumulative Percent
23-24	3	0.1	0.1
25-29	62	2.1	2.3
30-34	132	4.6	6.8
35-39	289	10.0	16.8
40-44	448	15.6	32.4
45-49	586	20.3	52.7
50-54	503	17.4	70.1
55-59	437	15.2	85.3
60-64	295	10.2	95.5
65-69	120	4.2	99.7
70-74	9	0.3	100.0
75-76	1	0.0	100.0
Total	2885	100.0	

Mean = 48.9 Median = 49

Standard Deviation = 9.5

TCSUC - Institutional Research
October 1976

96

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution of Composite Scores
Total Applicant Population

Score	Frequency	Relative Percent	Cumulative Percent
46-49	2	0.1	0.1
50-59	30	1.0	1.1
60-69	68	2.4	3.5
70-79	278	9.7	13.2
80-89	492	17.2	30.4
90-99	631	22.0	52.4
100-109	626	21.8	74.2
110-119	432	15.1	89.3
120-129	225	7.9	97.2
130-139	72	2.5	99.7
140-149	9	0.3	100.0
150-151	1	0.0	100.0
Total	2866*	100.0	

Mean = 98.4 Median = 99

Standard Deviation = 16.5

*19 Applicants did not complete Essay Examination

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution Of Converted Essay Scores Of Those Applicants Who Passed

Score	Frequency	Relative Percent	Cumulative Percent
48	37	3.4	3.4
52	222	20.3	23.7
55	221	20.2	43.9
58	223	20.4	64.3
61	159	14.6	78.9
64	113	10.3	89.2
66	51	4.7	93.9
69	35	3.2	97.1
72	23	2.1	99.2
75	7	0.6	99.8
77	1	0.1	99.9
80	1	0.1	100.0
Total	1093	100.0	

Mean = 58.1 Median = 58

Standard Deviation = 5.6

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution of Objective Scores Of Those Applicants Who Passed

Score	Frequency	Relative Percent	Cumulative Percent
45-47	58	5.3	5.3
48-50	127	11.6	16.9
51-53	207	19.0	35.9
54-56	176	16.1	52.0
57-59	145	13.3	65.3
60-62	159	14.5	79.8
63-65	139	12.7	92.5
66-68	57	5.2	97.7
69-71	22	2.0	99.7
72-74	2	0.2	99.9
75-76	1	0.1	100.0
Total	1093	100.0	

Mean = 56.7 Median = 56

Standard Deviation = 6.0

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution of Composite Scores Of Those Applicants Who Passed

Score	Frequency	Relative Percent	Cumulative Percent
101-104	128	11.7	11.7
105-109	234	21.4	33.1
110-114	250	22.9	56.0
115-119	174	15.9	71.9
120-124	138	12.6	84.5
125-129	87	8.0	92.5
130-134	57	5.2	97.7
135-139	15	1.4	99.1
140-144	7	0.6	99.7
145-149	2	0.2	99.9
150-151	1	0.1	100.0
Total	1093	100.0	

Mean = 114.8 Median = 113

Standard Deviation = 9.0

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution Of Converted Essay Scores
Of Those Applicants Who Did Not Pass

Score	Frequency	Relative Percent	Cumulative Percent
20-24	5	0.3	0.3
25-29	14	0.8	1.1
30-34	106	6.0	7.1
35-39	345	19.4	26.5
40-44	299	16.9	43.4
45-49	740	41.7	85.1
50-54	153	8.6	93.7
55-59	85	4.8	98.5
60-64	20	1.2	99.7
65-69	6	0.3	100.0
Total	1773*	100.0	

Mean = 44.1 Median = 45

Standard Deviation = 6.4

*19 Applicants Did Not Complete Essay Examination

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution of Objective Scores of Those Applicants Who Did Not Pass

Score	Frequency	Relative Percent	Cumulative Percent
23-24	3	0.2	0.2
25-29	62	3.4	3.6
30-34	132	7.4	11.0
35-39	289	16.1	27.1
40-44	448	25.0	52.1
45-49	442	24.7	76.8
50-54	226	12.6	89.4
55-59	145	8.1	97.5
60-64	36	2.0	99.5
65-69	9	0.5	100.0
Total	1792	100.0	

Mean = 44.2 Median = 44

Standard Deviation = 7.9

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Distribution Of Composite Scores of Those Applicants Who Did Not Pass

Score	Frequency	Relative Percent	Cumulative Percent
46-49	2	0.1	0.1
50-54	6	0.3	0.4
55-59	24	1.4	1.8
60-64	23	1.3	3.1
65-69	45	2.5	5.6
70-74	104	5.9	11.5
75-79	174	9.8	21.3
80-84	216	12.2	33.5
85-89	276	15.6	49.1
90-94	299	16.8	65.9
95-99	332	18.7	84.6
100-104	200	11.3	95.9
105-109	64	3.6	99.5
110-113	8	0.5	100.0
Total	1773	100.0	

Mean = 88.4 Median = 90

Standard Deviation = 11.1

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination - Spring 1976

Total Applicants by Age Category

Age Category	Failed			Passed			Total		
	N	Rel.%	Cum.%	N	Rel.%	Cum.%	N	Rel.%	Cum.%
16 and Over	2	0.1	0.1	6	0.6	0.6	8	0.3	0.3
17	99	5.9	6.0	72	6.9	7.5	171	6.3	6.6
18	1318	78.2	84.2	708	67.8	75.3	2026	74.2	80.8
19	182	10.8	95.0	107	10.2	85.5	289	10.6	91.4
20	16	1.0	96.0	26	2.4	87.9	42	1.5	92.9
21	17	1.0	97.0	22	2.1	90.0	39	1.4	94.3
22	5	0.3	97.3	18	1.7	91.7	23	0.9	95.2
23	2	0.1	97.4	8	0.8	92.5	10	0.4	95.6
24	2	0.1	97.5	10	1.0	93.5	12	0.4	96.0
25-29	10	0.6	98.1	23	2.2	95.7	33	1.2	97.2
30-34	3	0.2	98.3	10	1.0	96.7	13	0.5	97.7
35 and Over	29	1.7	100.0	35	3.3	100.0	64	2.3	100.0
All Ages	1685*	100.0	--	1045*	100.0	--	2730*	100.0	--

*Age and/or Sex Data Unobtainable from 130 Applicants

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination - Spring 1976

Male Applicants by Age Category

Age Category	Failed			Passed			Total		
	N	Rel.%	Cum.%	N	Rel.%	Cum.%	N	Rel.%	Cum.%
16 and Over	0	0.0	0.0	1	0.3	0.3	1	0.1	0.1
17	33	4.2	4.2	17	4.7	5.0	50	4.4	4.5
18	602	77.4	81.6	232	64.1	69.1	834	73.1	77.6
19	101	13.0	94.6	53	14.6	83.7	154	13.5	91.1
20	10	1.3	95.9	9	2.5	86.2	19	1.7	92.8
21	9	1.1	97.0	12	3.3	89.5	21	1.8	94.6
22	3	0.4	97.4	9	2.5	92.0	12	1.1	95.7
23	1	0.1	97.5	3	0.8	92.8	4	0.4	96.1
24	0	0.0	97.5	5	1.4	94.2	5	0.4	96.5
25-29	6	0.8	98.3	10	2.8	97.0	16	1.4	97.9
30-34	2	0.3	98.6	3	0.8	97.8	5	0.4	98.3
35 and Over	11	1.4	100.0	8	2.2	100.0	19	1.7	100.0
All Ages	778*	100.0	--	362*	100.0	--	1140*	100.0	--

*Age and/or Sex Data Unobtainable from 130 Applicants

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination - Spring 1976

Female Applicants by Age Category

Age Category	Failed			Passed			Total		
	N	Rel.%	Cum.%	N	Rel.%	Cum.%	N	Rel.%	Cum.%
16 and Over	2	0.2	0.2	5	0.7	0.7	7	0.4	0.4
17	66	7.3	7.5	55	8.1	8.8	121	7.6	8.0
18	716	78.9	86.4	476	69.7	78.5	1192	75.0	83.0
19	81	8.9	95.3	54	7.9	86.4	135	8.5	91.5
20	6	0.7	96.0	17	2.5	88.9	23	1.5	93.0
21	8	0.9	96.9	10	1.5	90.4	18	1.1	94.1
22	2	0.2	97.1	9	1.3	91.7	11	0.7	94.8
23	1	0.1	97.2	5	0.7	92.4	6	0.4	95.2
24	2	0.2	97.5	5	0.7	93.1	7	0.4	95.6
25-29	4	0.4	97.9	13	1.9	95.0	17	1.1	96.7
30-34	1	0.1	98.0	7	1.0	96.0	8	0.5	97.2
35 and Over	18	2.0	100.0	27	4.0	100.0	45	2.8	100.0
All Ages	907*	100.0	--	683*	100.0	--	1590*	100.0	--

*Age and/or Sex Data Unobtainable from 130 Applicants

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
English Equivalency Examination - Spring 1976

Intercorrelations Among Part and Composite Scores
Total Applicant Population

	Essay #1		Essay #2					
	Read. 1	Read. 2	Read. 1	Read. 2	Essay Total	Essay Conv.	Objective	Composite
Essay #1								
Read. 1		0.5685	0.3218	0.3349	0.7105	0.7068	0.3584	0.5964
Read. 2			0.3063	0.2935	0.6794	0.6755	0.3547	0.5770
Essay #2								
Read. 1				0.6945	0.8057	0.8063	0.4998	0.7322
Read. 2					0.8038	0.8041	0.5037	0.7333
Essay Total						0.9976	0.5759	0.8821
Essay Conv.							0.5767	0.8837
Objective								0.8785

TCSUC - Institutional Research
October 1976

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

English Equivalency Examination - Spring 1976

Intercorrelations Among Grouped Essay and Composite Scores
Total Applicant Population

	Question 1	Question 2	Essay Total	Essay Conv.	Objective	Composite
Question 1		0.3863	0.7852	0.7809	0.4026	0.6628
Question 2			0.8745	0.8748	0.5449	0.7959
Essay Total				0.9976	0.5759	0.8821
Essay Conversion					0.5767	0.8837
Objective						0.8785

97

TCSUC - Institutional Research
October 1976